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ADMINISTRATIVE SKILLS OF ASSISTANT PRINCIPALS

by

CLIVE ORVILLE NEWTON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

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ABSTRACT

In this study, 166 assistant principals in senior high schools in Alberta are surveyed regarding their perceptions of (1) the importance of, (2) their competence at, and (3) how to best achieve competence in 113 administrative tasks.

Replies from 66% of incumbents to a mailed questionnaire are analyzed by Quadrant Analysis and by Analysis of Variance to determine the above perceptions. From these replies, deficiences in competence in the subject tasks are deduced.

Comparisons are made between neophyte assistant principals (first year in present position) and more experienced assistant principals (two or more years in present position) on ratings of importance of the tasks, perceived competence at performance of the tasks, and how competence is best achieved.

Results indicate that neophyte assistant principals rate 60 of the 113 tasks above the mean (3.344 on a scale of 1 to 5) in importance (Ideal), while 53 of the tasks are rated above the mean (3.318 on a scale of 1 to 5) in performance (Real). The perceived lower mean ability to perform the tasks, compared to the mean importance of the tasks, implies a perceived deficiency in performance. The question arises whether available training methods would increase competence in these areas.

Those assistant principals with two or more years in their present positions place 62 of the 113 tasks above the mean (3.755 on a scale of 1 to 5) in importance (Ideal) and 57 of the 113 tasks above the mean (3.696 on a scale of 1 to 5) in ability to perform (Real).

The tasks are separated into seven individual areas: Curriculum/Instruction, Staff Personnel, Student Personnel, Resource Management, Support Management, Policies and Operations, and School-Community Interface. Of these, neophytes rated Staff Personnel tasks of greatest importance, ranking 16 of 23 tasks (70%) above the mean in importance. Next in importance is the area of Curriculum/Instruction with 15 of 24 tasks (63%) of high importance. Tasks from Pupil Personnel showed 13 of 26 (50%) above the mean.

Perceived competencies show tasks from Pupil Personnel, specifically establishing and enforcing discipline, as the tasks best performed. One task from the area of Curriculum/Instruction relating to time-tabling ranked sixth in perceived competence to perform.

Deficiency areas discovered tend to be in Curriculum/Instruction, which contributes 44% of the tasks rated high Ideal but low Real by neophytes and 32% of similar tasks for those two or more years in their present positions. This discrepancy between ratings of importance and of performance demonstrates a tendency toward competency in managerial tasks, but a deficiency in educational leadership.

Both neophyte and experienced assistant principals see on-the-job training as the best method of achieving proficiency.

Comparisons between assistant principals in this study and principals studied by Project ASK regarding importance of tasks show a correlation coefficient of 0.8414. However, on perceptions of competence, assistant principals rated their ability higher on tasks in the area of Student Personnel, while principals rated Staff Personnel tasks as higher Real.

The results present implications for administrative training, especially in the area of Curriculum/Instruction.

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Chapter 1

PURPOSE, RATIONALE AND OBJECTIVES

PURPOSE

The purpose of this study is to determine the views of newly-appointed assistant principals of senior high schools in Alberta as to their competency in selected components of the administrative process. By comparing these perceived competencies with those which have been ascertained as essential for administrators, the intent is to determine whether that portion of the administrative responsibility assumed by assistant principals is being realized as effectively as it could be.

Although considerable attention has been given recently to studying the competencies of principals—Caldwell (1980:2) reports that the number of bibliographic items in the field of competency grew to over 6,000 in 1976—little consideration has been given to the position of assistant principal.

RATIONALE

The position of assistant principal has two features that are of concern here. First, the assistant principal is seen as having considerable influence in the operation of secondary schools. Austin and Brown (1970:1) state that "To great numbers of the adults and young people who populate our secondary school communities, the assistant

principal is the one who really runs the school." They further state that "The findings of the Normative Study corroborate the common observation that an assistant principal in an American secondary school has his hands in practically everything that goes on in the school" (1970:46). Second, because he is in an early phase of administration, "expectation of, acceptance of, and tolerance for change is unusually high" (Harris, 1979:187). The diversity of involvement provides a logical basis for having assistant principals as competent as possible in a large number of tasks. Tolerance for change, moreover, provides a basis for diagnosing need for change and, if necessary, attempting to effect such change early in an incumbent's career.

For these reasons, a significant improvement in administration may be achieved if either preservice or inservice training could be given to assistant principals during their first appointment.

In addition, since teaching seems to be the most common route to the position of assistant principal (Longmore, 1968:35), the administrative competence of newly appointed assistant principals may be quite low. This would be particularly true at the senior high school level, where the nature of the subject matter requires considerable specialization. Such a lack of appropriate skills has indeed been revealed by the Project for the Development of Administrative Skills and Knowledge (Project ASK), which was begun at the University of Alberta in 1979. A primary purpose of this project was "to identify and diagnose the competency needs of educational administrators" (Caldwell, Magnan & Maynes, 1980:2). Analysis of responses

from 701 principals and 94 superintendents throughout Alberta revealed that there were 15 specific administrative areas which the respondents felt were important (Ideal) but in which their personal competence (Real) was rated low. These 15 skill areas are identified in Table 1. Of the 15 items, 10 pertain to skill in administration of Curriculum/Instruction areas.

Furthermore, since assistant principals in larger high schools not only deal with all aspects of school administration but also outnumber principals (Canadian Education Association, 1971:9) they are more likely than is the principal to be involved in areas of Student Personnel and Staff Personnel.

Thus, lack of competence, where it exists, among assistant principals is probably more critical and could be alleviated by preservice or inservice training.

Logically also, lack of competence may be assumed to be greatest among those who are newly-appointed to their positions as assistant principals. By reducing problems at this stage, an overall improvement in educational administration should result.

Also, an attempt to determine and correct a lack of competence, if such exists among assistant principals, seems necessary. In this regard, little significant benefit accrues from programs which may result from Project ASK unless prospective or practising administrators take such courses. The reluctance of active administrators, for whatever reason, to continue or to renew educational upgrading is reported by Longmore (1968:39). He found that of those contacted in his study, 59.6% were not interested in further university training,

Table 1

Tasks Rated by Principals as High-Ideal, Low-Real in Performance

1. Maintains an adequate achievement testing program for diagnostic and other educational purposes.
2. Identifies alternative educational plans for students consistently failing in regular classroom instruction.
3. Identifies existing problems in the school and relates these to long range planning in the system.
4. Works with teachers in assessing the effectiveness of teaching methods.
5. Assists teachers in developing skills related to solving instructional problems.
6. Establishes procedures for evaluating progress toward instructional objectives.
7. Assists teachers in developing practices for attaining instructional objectives.
8. Works with teachers in designing methods for evaluating instruction.
9. Assesses curriculum effectiveness.
10. Informs staff of legal requirements that affect school operations.
11. Utilizes input from community when evaluating the school and instructional program.
12. Establishes priorities among student personnel problems needing solution.
13. Works with teachers in designing classroom environment conducive to learning.
14. Plans professional development activities for self and others on the basis of an assessment of needs.
15. Designs a curriculum which meets individual learner needs.

and that only 10 of 28 secondary school assistant principals held degrees at the Master's level.

Finally, even if a change in the knowledge of assistant principals could be effected through pre-service training, the need for efficiency in the application of such knowledge is essential if improvement in performance is to result. As Houston and Warner (1977:14) indicate:

> Competency-based education reflects the basic tenet of American society with respect to its pragmatic concern for doing not just knowing how to do, and with continuing to do that which appears to be effective in achieving objectives.

Metzga (1976:98) also states that one of the basic assumptions of Performance Evaluation of Educational Leaders is that "a distinction is made between competence and effectiveness. Effectiveness of the administrator can be evaluated only by measuring the outcome of all educational efforts—the change in learners."

For these reasons, determining areas of deficiency in performance and instituting inservice programs to correct such deficiency is important.

REVIEW OF THE LITERATURE

The literature in this area deals with (1) the importance of the position of assistant principal and (2) the competence of school administrators generally. No study of the specific competency or skill requirements of newly-appointed assistant principals is available.

Importance of Position

Regarding the importance of assistant principals, Austin and Brown (1970:23) state "the assistant principal was . . . pretty much the person who really kept things going," and "the assistant principal is the man who makes the school go." Further, they conclude that the assistant principal's "activities, ranging over nearly the entire gamut of operations of the school, are a vital cement holding the school together" (1970:76).

Collett (1969:175) also concludes that "assistant principals within a large composite high school have left far behind them the roles of clerical assistant and supervisor of extra-curricular activities."

Although Longmore (1968:118), in a study conducted among staffs of British Columbia schools, concludes that "most of the duties performed by the vice-principal were clerical, or routine in nature," he also states, "District Superintendents reported that in most districts vice-principals were considered essential to the operation of schools with fourteen or more classrooms" (1968:116).

Fenske (1963:1) reports that "All tasks related to the operation of the school, even though performed outside of school hours, are considered part of the job of assistant principals."

The potential which exists within the position of assistant principal is discussed by Clements (1980:15), who says, "particularly the assistant principal, serving in that unique position which bridges the gap between management and faculty, may well be the most effective educational leader to spearhead a rededication to positive action."

Despite the diverse responsibilities of assistant principals, their role is seen as beneficial by Purkerson (1977:28) who says:

> The dual arrangement, utilized by many school districts, which employs assistant principals for instruction and others charged primarily with administrative duties, has proven effective in relieving the principal of many managerial tasks; thereby creating the opportunity for strengthening the instructional program.

Finally, on the recent changes to the responsibilities of assistant principals, Gross et al. (1980:26) state:

> Many forces are converging to place the assistant principalship in a different light than it was viewed just a few years ago. Long considered merely a stepping-stone to the principalship, reduced administrator mobility and closed schools have increased the length of time many assistant principals remain in their positions.

General Competence of School Administrators

In this area of the literature, several writers seem to question the competence of administrators; others question the possibility, in present circumstances, of developing needed skills. Robertson (1975: 93) concludes that "there is a need for development of administrative skills in most operational areas of school administration." A similar comment is made by Harris et al. (1979:191) who say:

> Persons who receive promotions in public schools are too often ill-prepared for the new positions to which they are assigned, are selected for promotion for irrational reasons (convenience, seniority, expediency), and are left to their own resources as far as performance and survival on the new job are concerned.

These same authors also add that "Grades, credits, letters of recommendation, years of experience, tests, interviews, and the like have little to offer in the way of predicting performance or certifying competence" (1979:143).

The same authors make reference to the lack of assistance that

is given to such new appointees to administrative positions:

> Quite often attention is given to orienting new teachers to a school district, yet seldom is attention given to orienting or providing support services to personnel who have been in the district but have been reassigned or promoted. (1979:86)

March (1978:237), in a more specific reference to developing administrative competence, states:

> Many of the skills of managing records, budgets, and daily detail are learnable from experience. . . . when it comes to strategies of planning and decision, the implementation of alternate organizations or curricula, to procedures for developing programs or to handling crises, for example, the possibilities for learning are much less clear. The events are infrequent or unstandardized, the feedback is ambiguous, the inferences to be made . . . are obscure.

Regarding the lack of efficiency in training administrators, Kelsey and Leullier (1978:5) point out that, "The presence of so many programs which are defined in terms of what appear to be locally-felt problems and current issues seems to indicate attempts at remediation rather than training."

Two recent studies which aimed ultimately at improving the preparation of administrators include the Project for the Development of Administrative Skills and Knowledge (Project ASK), a three year study begun in 1979 at the University of Alberta, and a study at Arizona State University by Kriekard and Norton (1980).

The former study determined a set of competencies which were considered essential for administrators. The study was limited to tasks, roles, skills, and knowledge required of the school principal (Caldwell et al., 1980:12). The project identified 112 such tasks in the operational areas of Support Management, Resource Management, System-Wide Policies and Operations, School-Community Interface,

Staff Personnel, Pupil Personnel, and Curriculum/Instruction. A sample of 701 principals and 94 superintendents showed "a high level of consensus . . . with respect to ratings of importance and performance" of these tasks (Caldwell et al., 1980:25). They also assigned a high importance but a low personal competence to 12 of 24 items in the area of Curriculum/Instruction. Although these respondents considered on-the-job training the best method of acquiring proficiency in the various tasks, "university training was considered the best method for a minority of tasks in areas of Curriculum Instruction, Staff Personnel, and Pupil Personnel" (Caldwell et al., 1980:26).

The study at Arizona State University involved secondary school "practicing assistant principals throughout the State of Arizona . . . in the identification of specific competencies required" (Kriekard & Norton, 1980:3). Competencies and indications of such competence were determined for six of the operational areas covered in the previously mentioned study at the University of Alberta. Results of the use of the items are unavailable.

Neither the two above studies nor other literature attempts to isolate problems which may be specific to newly-appointed assistant principals. Also, none of the material available addresses the inservice training needs of either experienced or inexperienced assistant principals.

RESEARCH OBJECTIVES

The rationale and the review of literature provided above suggest a series of specific research goals:

1.1 To ascertain assistant principals' cognizance of required skills.

1.2 To ascertain assistant principals' perceptions of their present skill levels.

1.3 To identify deficiency areas.

2.1 To compare neophyte assistant principals' discernment of required skills with that of more experienced assistant principals.

The expectation here is that a high level of consensus would obtain between the insights of both groups regarding the importance of required skills.

2.2 To compare neophyte assistant principals' discernment of present skill levels with that of more experienced assistant principals.

Regarding this objective, the expectation is that those assistant principals with minimal experience would, because of lack of experience, rate their acquired competence lower than their more experienced counterparts.

2.3 To compare deficiency areas of neophyte assistant principals with those of more experienced assistant principals.

The expectation here is that deficiency areas of neophyte assistant principals will be more numerous than those of more experienced administrators, particularly in the areas of support management,

resource management, school-community interface, and system-wide policies and operations. In the area of curriculum/instruction, there should be minimal differences since experience as an assistant principal should not alter ability in this area. In fact, with frequent changes in curriculum, those more recently familiar with specific curriculum content may perceive themselves more proficient.

3.1 To compare assistant principals' concepts of important skills with those of principals.

In regard first of all to ideals, one would expect little difference between the perceptions of required skills as seen by assistant principals and by principals. Since both are involved in most administrative duties, the more important duties should take precedence with both groups.

3.2 To compare assistant principals' perceptions of present skill level with those of principals.

The perceptions of present skill levels of assistant principals should differ from those of principals, depending on the length of service. Greater time in a position should increase skill in performance of duties, and also the awareness of such skill.

3.3 To compare deficiency areas of assistant principals with those of principals.

The deficiency areas of assistant principals should be generally similar to those of principals. Again, those newly appointed to assistant principalships may show greater deficiency in such areas as system-wide policies and operations, and school-community interface, where experience should increase proficiency and where new appointees

have had little opportunity for such experience.

3.4 To compare views of assistant principals to those of principals regarding the best way to achieve competence in the subject tasks.

The expectation here is that assistant principals would, similar to principals, see on-the-job training as most efficient.

4. Finally, a fourth objective involves comparisons of perceptions of importance of and ability to perform tasks by assistant principals who differ in terms of such factors as:

Background: (a) teaching experience
(b) subject area taught
(c) years of training

School size

School location

Time devoted to administration

Age

Gender.

The expectancy is that gender would make no difference in the perceptions of importance of tasks nor in the perception of ability to perform tasks. However, age, although not altering perception of importance of the tasks, may influence perceived ability merely because of greater experience. In a similar way, years of teaching experience should increase proficiency in such areas as curriculum/instruction, thus increasing perception of skill. Similarly, years of administrative experience should correspond to perceived skill level.

The percentage of time devoted to administration may influence both the perceived importance of tasks and the perceived skill in the performance of the tasks. Those with less time may see tasks as less important merely because time to perform them is not available.

The size and location of school may influence the perceived importance of tasks and the skill level. The larger urban school systems' proximity to technical aids, such as computer programs and large staffs of central office administrators, should ease the performance of numerous tasks and increase the skill of the individual in performing these tasks. Administrators in more isolated schools without such advantages may have difficulty with the accomplishment of numerous tasks. However, smaller size in such isolated schools may offset both the importance and the difficulty of performing certain tasks.

LIMITATIONS

The data gathered in this survey, and implications derived therefrom, are applicable only to assistant principals at senior high school level in Alberta. Because of varying social and personnel-related situations in other levels of schools, attempts to extrapolate the findings to these levels may lead to invalid conclusions.

The assumption must be made that the reported perceptions of competence are genuine and honest. Also, the assumption must be made that the questions were interpreted by respondents in the manner in which they were intended.

The respondents were limited to those whose names were supplied

by Alberta Education's Data Porcessing Services Branch. These individuals had indicated on the data sheets supplied to the Department that the schools in which they served were strictly senior high schools. Although the list so obtained had some omissions, these were because of errors by individuals in supplying information to Data Processing Services Branch. For these reasons the sample used for the study may have been drawn from an incompletely identified population.

DELIMITATIONS

The study is restricted to senior high school assistant principals. The reasons for choosing to survey only assistant principals was that the incumbents of this position seemed to be accorded considerable influence in school operations and that the position seemed frequently to be the route to the position of principal. Restricting the study to senior high schools was done (1) to reduce the number of respondents to a manageable number, and (2) because assistant principals are sufficiently numerous at this level.

DEFINITIONS OF TERMS

Skill: The ability to perform components of the administrative process in an operational area of educational administration.

Administration: Defined by Miklos (1975) as "the total of all processes through which appropriate human and material resources are made available and made effective for accomplishing the purposes of an enterprise."

Competency: Defined by McCleary (1973) as "The presence of characteristics or the absence of disabilities which render a person fit, or qualified, to perform a specific task or to assume a defined role."

Assistant Principal: The next level of administration subordinate to the principal.

Administrative Time: Time other than teaching time for the performance of administrative duties.

Teaching Time: Time devoted to the supervision of study periods and to classroom instruction.

Task Area: An area of administrative responsibility. The division of tasks in this study is into seven areas as follows:

1. Curriculum/Instruction (CI): That area involving instructional materials and methods.
2. Staff Personnel (SP): That area involving certificated staff.
3. Pupil Personnel (PP): That area involving students.
4. Resource Management (RM): That area involving the acquisition and utilization of human, monetary, and material resources.
5. Support Management (SM): That area involving non-certificated staff and physical facilities.
6. System-Wide Policies and Operations (PO): That area involving the school as part of a larger district.
7. School-Community Interface (SC): That area involving community and public relations.

Chapter 2

RESEARCH DESIGN

The instrument used in this study is an adapted version of that used by the Project for the Development of Administrative Skills and Knowledge (Project ASK). The task statements included were generated at workshops in both Edmonton and Calgary in late 1979. The workshop in Edmonton was attended by 18 selected principals and superintendents from northern Alberta representing urban, rural, and remote area schools both large and small at elementary and secondary levels. The Calgary workshop included 21 selected principals and superintendents from southern Alberta, again representing a broad cross-section of school sizes and locations. From these workshops and from existing lists of competency statements (Georgia's Project R.O.M.E., UCEA—Atlanta Project, and an Arizona State University Project) a list of 113 task statements was derived. These 113 task statements were randomized and divided into two groups, then mailed to a random sample of one half of all principals and to all superintendents in Alberta. For each of the 113 task statements, ratings, ranging from 1 (low) to 5 (high) were obtained for (1) importance of task, (2) level of proficiency required, and (3) current ability to perform the task. Also, an indication was obtained of whether proficiency would be best achieved by university training, inservice, on the job training, self-acquired, or was not required.

The use of Project ASK data will be necessary for understanding

the comparisons made in some sections of this study.

In the present study the same questionnaire, adapted to refer to assistant principals rather than to principals, and without the category referring to level of proficiency required, was utilized.

The sample in the present study was restricted to assistant principals at the senior high school level because the assumption was that this area involved the greatest concentration of such positions and would therefore involve sufficient assistant principals. Also, the greater specialization at senior high school was seen as possibly influencing perceptions of competence in the area of curriculum and instruction.

Although names and addresses of the prospective respondents were available from Data Processing Services Branch of Alberta Education, before such information would be released a consent from the superintendent of the subject jurisdiction was necessary. To acquire these consents, a form (Appendix B) was sent to each of 127 superintendents throughout the province. Of 120 replies received, only one refused to allow the release of names and addresses of assistant principals within his jurisdiction. Several indicated that no assistant principals were present in their systems.

Upon presentation of these consent forms to Data Processing Services Branch, a list of 167 senior high school assistant principals was obtained. One name, that of an elementary-junior high school assistant principal, which through a mistake in providing data to the Department had been included in the list, was deleted, leaving a sample of 166 respondents.

In order to provide a manageable questionnaire (see Appendix C), a list of 56 of the randomized task statements was mailed to a random sample of one half of the respondents; the other 57 task statements were mailed to each of the other half of the respondents.

Demographic data, including gender, age, years of teaching experience, years of training, years of administrative experience, percentage of time allotted to administration, and size and location of school were obtained.

An accompanying letter, explaining the purpose of the study and giving some background information to acquaint respondents with the possible value of the study, was included (Appendix B). Members of the Edmonton Catholic Separate School System were also provided with a letter of introduction from their school board showing that the study had been approved.

Questionnaires were mailed to the respondents on February 15, 1981. This time was chosen so that there would be minimal conflict with the semester changeover which occurs in most senior high schools.

Because the respondents were anonymous, a follow-up letter (Appendix B) was mailed March 6, 1981 to remind those who had not returned the questionnaire and to determine whether some respondents had not received the questionnaire.

Since the questionnaire was divided into two parts, Form A and Form B, with a random selection of questions assigned to each, and since the respondents who received either form were selected randomly from the total population, a check was made to determine whether a significant difference existed between groups on any of the background

variables. Table 2 shows the results of this check. No significant differences were found on any of the background variables among the respondents answering Form A and those answering Form B.

DEMOGRAPHIC PROFILE OF THE SAMPLE

Tables 3 to 12 supply frequency and percentage distributions according to background variables.

Two respondents did not supply information regarding gender; three did not indicate major subject area of training.

Percentages in Tables 3 to 12 are given to the nearest 0.1 percent.

While almost 38% of the respondents indicated that they had 20 or more years of teaching experience, the largest group (40.4%) had only 5-9 years administrative experience; however, only 6 respondents were in their first year of administration.

Another interesting phenomenon is the bimodal distribution of respondents by school population (Table 12). This probably occurs as a result of numerous centralized high schools contributing to the 500-749 category while the large schools (1500+) are most likely city high schools.

QUADRANT ANALYSIS

Because Quadrant Analysis will be used to determine and to present the findings of the next several sub-sections, a short explanation of this process is provided. Quadrant analysis is a method of analyzing data by means of cross tabulating in terms of two

Table 2

Results of t-test to Check Homogeneity of Background Variables

Variable	Group	n	Mean	Probability
Age	Form A	53	4.8679	0.11
	Form B	56	5.3750	
Teaching Experience	Form A	53	4.8491	0.51
	Form B	56	4.9821	
Administrative Experience	Form A	53	3.1509	0.77
	Form B	56	3.0893	
Years in Present Position	Form A	53	2.2583	0.97
	Form B	56	2.5357	
Time Spent on Administrative Duties	Form A	53	3.3774	0.42
	Form B	56	3.2500	
Years of Training	Form A	53	2.2453	0.11
	Form B	56	2.4821	
School Population	Form A	53	4.0189	0.90
	Form B	56	3.9821	

Table 3

Frequency and Percentage Distribution of Respondents by Gender

Gender	f	%
Male	97	90.7
Female	10	9.3

Table 4

Frequency and Percentage Distribution of Respondents by Age

Age Category (years)	f	%
25-29	1	1.0
30-34	17	15.6
35-39	26	23.9
40-44	27	24.8
45-49	13	11.9
50-54	14	12.8
55-59	8	7.3
60+	3	2.8

Table 5

Frequency and Percentage Distribution of Respondents by Teaching Experience

Teaching Experience (years)	f	%
2-4	1	1.0
5-9	10	9.2
10-14	27	24.8
15-19	30	27.5
20+	41	37.6

Table 6

Frequency and Percentage Distribution of Respondents by Major Subject Area of Training

Major Subject	f	%
Business Education	7	6.6
Counselling	7	6.6
Industrial Arts	6	5.7
Language Arts	12	11.3
Math Science	42	39.6
Physical Education	11	10.4
Social Sciences	21	19.8

Table 7

Frequency and Percentage Distribution of Respondents by Years of Administrative Experience

Administrative Experience (years)	f	%
1	6	5.5
2-4	25	22.9
5-9	44	40.4
10-14	18	16.5
15+	16	14.7

Table 8

Frequency and Percentage Distribution of Respondents by Years in Present Administrative Position

Years in Present Position	f	%
1	16	14.7
2-4	41	37.6
5-9	35	32.1
10-14	12	11.0
15+	5	4.6

Table 9

Frequency and Percentage Distribution of Respondents by Percentage of Time Spent on Administration

Percentage of Time on Administration	f	%
0-24	2	1.8
25-49	18	16.5
50-74	33	30.3
75-100	56	51.4

Table 10

Frequency and Percentage Distribution of Respondents by Years of Training Credited for Salary Purposes

Years of Training	f	%
4	19	17.4
5	31	28.4
6	59	54.1

Table 11

Frequency and Percentage Distribution of Respondents by School Location

School Location	f	%
City	67	61.5
Town	33	30.3
Village	5	4.6
Other	4	3.7

Table 12

Frequency and Percentage Distribution of Respondents by School Population

School Population	f	%
0-249	2	1.8
250-499	19	17.4
500-749	28	25.7
750-999	14	12.8
1000-1499	20	18.3
1500+	26	23.9

variables that have been dichotomized. In the present study, these two variables are perceptions of importance of tasks (Ideal), and perceptions of present performance levels (Real). The dichotomization is into high and low categories. The intent of this procedure is to present a concise interpretation of results in a form which is readily apparent in terms of the dichotomization. The cutting points are the means of the replies on a scale of 1(low) to 5(high).

Quadrant 2 High Ideal Low Real	Quadrant 1 High Ideal High Real
Quadrant 3 Low Ideal Low Real	Quadrant 4 Low Ideal High Real

Figure 1

Quadrant Distribution

ADMINISTRATIVE TASK AREAS

Because reference will be made frequently by Task Areas, a list of all the items, grouped by Task Area, is provided in Appendix A. This should aid in determining the Task Area to which each question applies. For example, question number one on Form A is Curriculum/Instruction #19: "Includes parents, teachers, and students in planning the educational program for the school."

RESULTS OF QUADRANT ANALYSIS

The results of the Quadrant Analysis for neophyte assistant principals are given in Table 13. The tasks in the table are allocated to the four quadrants on the basis of mean scores: those above the mean in Importance go into the High Ideal quadrants (one and two), while those below the mean in Importance are placed in quadrants three and four.

The tasks are ranked within the quadrants on the basis of weighted t-scores; the highest-ranking at the top of the left column, the lowest-ranking at the bottom of the right column.

Among neophyte assistant principals in senior high schools in Alberta, the mean score for Importance of Tasks (Ideal), on a scale of 1 to 5 is 3.344. They place 60 of the tasks (53%) above the mean in importance: 44 in quadrant one and 16 in quadrant two.

Regarding the distribution by task area of responses by neophyte assistant principals, these respondents place 15 (63%) of the total of 24 tasks related to Curriculum/Instruction above the mean in importance. They perceive 16 (70%) of the total of 23 tasks related to Staff Personnel as above the mean in importance. A total of 13 of the 26 tasks related to Pupil Personnel are placed above the mean in importance. Each of the other task areas contributes at least two tasks to the remainder of those above the mean in importance.

Neophyte assistant principals in senior high schools in Alberta see their ability to perform the subject tasks as being above the mean in 46.9% of the cases. This is shown by their placing 53 items (44 in quadrant one and 9 in quadrant four) above the mean in Ability to

Table 13

Quadrant Analysis for Assistant Principals First Year in Present Position

Quadrant 1: High Ideal, High Real

Takes action on discipline matters requiring his/her intervention.

Establishes criteria and procedures for student discipline.

Works with teachers and students to establish a good school climate.

Encourages staff to recognize and commend worthwhile accomplishments of students.

Supports extracurricular program by active participation and attendance.

Maintains a system of student accounting and attendance.

Recognizes and commends worthwhile accomplishments of staff.

Establishes and maintains good working relationships with and among staff.

Implements a system to achieve regular attendance by students.

Solicits suggestions from teachers when adapting and/or designing curriculum.

Plans and maintains a system of communication with staff.

Works with teachers to establish a comprehensive student activity program.

Promotes a positive school image in the community.

Establishes a system of reporting pupil programs to parents.

Implements provincial and school board policies affecting the school.

Establishes criteria for placement of students in school programs.

Ensures that school goals and objectives are consistent with system goals.

Communicates to staff the importance of professionalism and development as a professional.

Takes account of individual differences among students when organizing for instruction.

Collects follow-up information on former students to improve services provided by the school.

Assigns decision making tasks to staff commensurate with their interest, expertise and organizational responsibility.

Plans a program, including a timetable, which optimally matches time, space, staff, students and subject matter.

Establishes procedures for interpreting the evaluation of students to parents and teachers.

Includes parents, teachers and students in planning the educational program for the school.

Plans and conducts staff meetings.

Evaluates the effectiveness of student personnel services in the school.

Establishes procedures for student registration and, where applicable, for graduation.

Establishes procedures for evaluating progress toward instructional objectives.

Takes account of student interests when adapting and/or designing curriculum.

Observes teachers in classrooms to assist in evaluation of teaching practices.

Projects staffing needs.

Provides for orientation of new staff.

Organizes, coordinates and supervises non-instructional services to ensure the accomplishment of instructional services.

Works with teachers in evaluating the instructional climate in the classroom.

Evaluates the performance of teachers.

Schedules times to be available for informal interaction with students.

Provides information requested by supervisors and/or researchers.

Establishes procedures for staff participation in decision making concerning school policies.

Provides for health, welfare and safety of students and staff.

Advises teachers of individual students' rights and responsibilities.

Uses budgetary guidelines to structure school activities.

Interprets system policies, regulations, procedures and priorities to staff.

Makes decisions about instructional materials and equipment subject to the constraints of the budget.

Administers the school budget in accordance with the policies, regulations and procedures of the board.

$\overline{X}$ (Real) = 3.318
$\overline{X}$ (Ideal) = 3.344

Table 13

Quadrant Analysis for Assistant Principals
First Year in Present Position

Quadrant 2: High Ideal, Low Real

Prepares a budget in accordance with the policies, regulations and procedures of the board.

Works with teachers in assessing the effectiveness of teaching methods.

Identifies alternative educational plans for students consistently failing in regular classroom instruction.

Organizes school staff in order to accomplish the educational goals of the school system.

Identifies existing problems in the school and relates these to long range planning in the system.

Works with teachers to establish criteria for student performance.

Assists in the recruitment and selection of certificated personnel.

Works with teachers in designing methods for evaluating instruction.

Develops communication channels with parents and local community.

Maintains an adequate achievement testing program for diagnostic and other educational purposes.

Utilizes community input in school decisions.

Assists teachers in developing practices for attaining instructional objectives.

Assists teachers in developing skills related to solving instructional problems.

Monitors the changing needs for non-instructional services.

Assesses curriculum effectiveness.

Designs a system for involving teachers in evaluating school operations.

Table 13

Quadrant Analysis for Assistant Principals First Year in Present Position

Quadrant 3: Low Ideal, Low Real

Plans professional development activities for self and others on the basis of an assessment of needs.

Utilizes board recommendations in revising educational plans.

Plans orientation meetings for new students and their parents.

Conveys community expectations to staff.

Purchases services and materials in accordance with the policies, regulations and procedures of the board.

Determines whether course credit will be given for out-of-school activities; for example, music.

Plans and organizes a guidance and counselling program for students.

Prepares financial statements and reports as required by supervisors.

Utilizes input from the community when evaluating the school and instructional program.

Designs a curriculum which meets individual learner needs.

Facilitates instructional approaches which complement classroom teaching; for example, field trips, student exchanges.

Establishes curriculum committees to plan the use of curriculum material.

Makes available to students, occupational and educational information derived from community and professional sources.

Evaluates extracurricular programs.

Encourages staff to provide students with opportunities for self-evaluation.

Informs staff of legal requirements that affect school operations.

Facilitates activities related to student teachers.

Manages school plant.

Maintains cumulative records on students.

Makes use of standardized instruments when evaluating the educational program of the school.

Establishes procedures for acquiring and managing school generated funds.

Maintains bookkeeping and accounting system in accordance with the policies, regulations and procedures of the board.

Utilizes community resources in the school program.

Provides personal and career counselling for staff.

Works with teachers in designing classroom environments conducive to learning.

Establishes procedures for modifying curriculum content and organization.

Uses available community service agencies in planning a program to meet students' special needs.

Works with superintendent or designate in establishing system-wide educational goals, policies and procedures.

Develops a schedule for supervision of students.

Plans a student information record system as part of the school guidance program.

Provides information for financial audits.

Makes recommendations to appropriate officer of the board concerning prospective employees.

Establishes a system for training teachers in the use of a variety of media; for example, audio-visual equipment, library resources.

Maintains inventories of resources.

Makes recommendations for the improvement of physical facilities; for example, classroom furnishings, building additions, grounds.

Coordinates the use of professional support staff; for example, reading specialists.

Recruits students.

Administers community use of school building and facilities.

Recommends staff for permanent certification, re-employment, tenure, promotion or dismissal.

Assists in the recruitment and selection of non-certificated personnel.

Manages the non-instructional use of the school site.

Facilitates adult education programs.

Supervises the school transportation system.

Table 13

Quadrant Analysis for Assistant Principals
First Year in Present Position

Quadrant 4: Low Ideal, High Real

Clarifies decision making responsibilities for subordinates.

Establishes procedures to monitor and control school visitors.

Develops a structure for student involvement in school affairs; for example, student government.

Utilizes research evidence in the professional literature when planning educational programs

Facilitates teacher access to students' cumulative records.

Establishes a system for communicating with students.

Establishes procedures for the collection and utilization of fees in accordance with the policies, regulations and procedures of the board.

Utilizes services of subject matter specialists.

Perform. Table 13 lists the specific tasks so placed, and indicates that the mean for the rating of Ability to Perform the tasks is 3.318.

The distribution of these tasks by task area shows 9 from Curriculum/Instruction, 14 from Staff Personnel, 16 from Pupil Personnel, 5 from Resource Management, 1 from Support Management, 7 from Policies and Operations, and 1 task from School-Community Interface.

The lower mean Ability to Perform the subject tasks, compared to the mean of Importance of Tasks, implies some perceived necessity for pre-service or inservice training to improve competence. The question arises, however, whether available training relates to specific deficiencies in these task areas.

The results of the Quadrant Analysis for assistant principals in senior high schools in Alberta who have served two or more years in their present position are shown in Table 14.

The mean score for these respondents on importance of task (Ideal) is 3.755 on a scale of 1 (low) to 5 (high).

As in the presentation in Table 13, the arrangement by quadrant is based on the mean score: those above the mean in importance go into quadrants one and two. Also, the tasks are ranked within each quadrant; the highest-ranking at the top of the left-hand column.

Experienced assistant principals see 54.9% of the subject tasks as above the mean in importance. This is indicated by their placing 62 of the 113 tasks in the High Ideal sector.

The distribution by Task Area of the perceptions of the importance of tasks by assistant principals who have been two or more years

Table 14

Quadrant Analysis for Assistant Principals Two or More Years in Present Position

Quadrant 1: High Ideal, High Real

Establish and maintain good working relationships with and among staff.

Take action on discipline matters requiring his intervention.

Plan a program, including a timetable, which optimally matches time, space, staff, students and subject matter.

Consider individual differences among students when organizing for instruction.

Work with teachers and students to establish a good school climate.

Plan and maintain a system of communication with staff.

Establish policies and procedures for student discipline.

Establish procedures for student registration and, where applicable for graduation.

Recognize and commend worthwhile accomplishments of staff.

Solicit suggestions from teachers when adapting and/or designing curriculum.

Establish a system for communication with students.

Prepare a budget in accordance with the policies, regulations and procedures of the board.

Assign decision-making tasks to staff commensurate with their interest, expertise and organizational responsibility.

Collect follow-up information on former students to improve services provided by the school.

Plan orientation meetings for new students and their parents.

Establish a system for reporting pupil progress to parents.

Project staffing needs.

Promote positive school image in the community.

Implement Provincial and school board policies affecting the school.

Establish criteria for placement of students in school programs.

Administer the school budget in accordance with the policies, regulations and procedures of the board.

Maintain a system of student accounting and attendance.

Make decisions about instructional materials and equipment subject to the constraints of the budget.

Recommend staff for permanent certification, re-employment, tenure, promotion or dismissal.

Provide for health, welfare and safety of students and staff.

Establish procedures for staff participation in decision making concerning school policies.

Provide for orientation of new staff.

Identify alternative educational plans for students consistently failing in regular classroom instruction.

Organize school staff in order to accomplish the educational goals of the school system.

Establish procedures for the collection and utilization of fees in accordance with the policies, regulations and procedures of the board.

Schedule time to be available for informal interaction with students.

Develop communication channels with parents and local community.

Interpret system policies, regulations, procedures and priorities to staff.

Encourage staff to recognize and commend worthwhile accomplishments of students.

Include interest of students in adapting and/or designing curriculum.

Advise teachers of individual student's rights and responsibilities.

Purchase services and materials in accordance with the policies, regulations and procedures of the board.

Organize, coordinate and supervise non-instructional services to ensure the accomplishment of instructional services.

Establish procedures for acquiring and managing school generated funds.

Clarify decision-making responsibilities for subordinates.

Make recommendations to appropriate officer of the board concerning prospective employees.

Use budgetary guidelines to structure school activities.

Plan and organize a guidance and counselling program for students.

$\overline{X}$ (Real) = 3.696
$\overline{X}$ (Ideal) = 3.775

Table 14

Quadrant Analysis for Assistant Principals
Two or More Years in Present Position

Quadrant 2: High Ideal, Low Real

Evaluate the performance of teachers.

Implement a system to achieve regular attendance by students.

Observe teachers in classrooms to assist in evaluation of teaching practices.

Assist in the recruitment and selection of non-certificated personnel.

Ensure school goals and objectives are consistent with system goals.

Work with teachers in assessing the effectiveness of teaching methods.

Identify existing problems in the school and relate these to long range planning in the system.

Establish procedures for evaluating progress toward instructional objectives.

Evaluate co-curricular programs.

Assist in the recruitment and selection of certificated personnel.

Design a curriculum which meets individual learner needs.

Establish procedures for interpreting the evaluation of students to parents and teachers.

Work with teachers to establish criteria for student performance.

Make recommendations for the improvement of physical facilities; for example, classroom furnishings, building additions, grounds.

Design a system for involving teachers in evaluating school operations.

Work with teachers in evaluating the instructional climate in the classroom.

Assist teachers in developing skills related to solving instructional problems.

Establish priorities among student personnel problems needing solution.

Assist teachers in developing effective practices for attaining instructional objectives.

Table 14

Quadrant Analysis for Assistant Principals Two or More Years in Present Position

Quadrant 3: Low Ideal, Low Real

Communicate to staff the importance of professionalism and development as a professional.

Assess curriculum effectiveness.

Utilize input from community when evaluating the school curriculum and instructional program.

Include parents, teachers and students in planning the educational program for the school.

Make available to students occupational and educational information derived from community and professional sources.

Plan professional development activities for self and others on the basis of an assessment of needs.

Utilize services of subject matter specialists.

Work with teachers in designing classroom environments conducive to learning.

Evaluate the effectiveness of student personnel services.

Coordinate the use of professional support staff; for example, reading specialists.

Inform staff of legal requirements that affect school operations.

Work with teachers in designing methods for evaluating instruction.

Work with superintendent or designate in establishing system-wide educational goals, policies and procedures.

Convey community expectations to staff.

Plan a student information record system as part of a school guidance and counselling program.

Maintain inventories of resources.

Establish procedures for modifying curriculum content and organization.

Utilize community resources in the school program.

Use available community service agencies in planning a program to meet students' special needs.

Facilitate student-teaching activities.

Maintain an adequate achievement testing program for diagnostic and other educational purposes.

Establish curriculum committees to plan the use of curriculum material.

Maintain a bookkeeping and accounting system in accordance with the policies, regulations and procedures of the board.

Prepare statements and report as required by supervisors.

Utilize research evidence in the professional literature when planning educational programs.

Monitor the changing needs for non-instructional services in order to accomplish instructional goals.

Encourage staff to provide students with opportunities for self-evaluation.

Administer community use of school buildings and facilities.

Make use of standardized instruments when evaluating the educational program.

Provide personal and career counselling for staff.

Manage the non-instructional use of the school site.

Utilize community input in school decisions.

Establish a system for training teachers in the use of media (for example, audio-visual equipment, library resources, etc.)

Facilitate adult education programs.

Recruit students.

Supervise the school transportation system.

Recognize outstanding student achievement.

Table 14

Quadrant Analysis for Assistant Principals
Two or More Years in Present Position

Quadrant 4: Low Ideal, High Real

Develop a schedule for supervision of students.

Support co-curricular program by active participation and attendance.

Work with teachers to establish a comprehensive student activity program.

Plan and conduct staff meetings.

Utilize board recommendations in revising educational plans.

Develop a structure for student involvement in school affairs; for example, student government.

Facilitate instructional approaches which complement classroom teaching; for example, field trips, student exchanges.

Facilitate teacher access to students' cumulative records.

Establish procedures to monitor and control school visitors.

Manage school plant.

Provide information requested by supervisors and/or researchers.

Maintain cumulative records on students.

Determine whether course credit will be given for out of school activities; for example, music.

Provide information for financial audits.

in their present position places a total of 12 tasks (50%) from Curriculum/Instruction above the mean. Fourteen of 23 tasks (63%) from Staff Personnel are included, while there are 15 of 26 (58%) from Pupil Personnel, nine from Resource Management, two from Support Management, eight from Policies and Operations, and two from School-Community Interface.

Assistant principals who have served two or more years in their present positions see their ability to perform the subject tasks as being above the mean in 50.4% of the cases. This is shown by their placing 57 of the 113 tasks in the High Real Quadrants (one and four). The mean score for ability to perform the tasks is 3.696 on a scale of 1 to 5.

These data indicate a small improvement in ability to perform the tasks among those who have more experience in their present position.

The Spearman correlation coefficient between the actual perceived competencies of those serving their first year in their present position and those having two or more years experience there is 0.5748 ($p < .01$). This compares to a correlation of 0.8181 for the perceived importance of the tasks to these two groups, which shows a higher consensus of what is important than of perceived competence to achieve these goals. Both correlations, being positive and above 0.500, show a strong agreement between neophyte assistant principals and those with more experience both on what tasks are important and on current ability to perform those tasks.

Chapter 3

PRESENTATION AND INTERPRETATION OF DATA

This chapter consists of eleven subsections, each presenting findings relevant to one of the major research goals. Accordingly, the subsections, in order of appearance, are headed:

1.1 Tasks rated most important

1.2 Perceived competencies

1.3 Deficiency areas

2.1 Comparison of neophyte to experienced on tasks rated most important

2.2 Comparison of neophyte to experienced on perceived competencies

2.3 Comparison of deficiency areas of neophyte and experienced

3.1 Comparison of assistant principals to principals on tasks rated most important

3.2 Comparison of assistant principals to principals on perceived competencies

3.3 Comparison of assistant principals to principals on deficiency areas

3.4 Comparison of assistant principals to principals on means of achieving competence

4 Comparison of assistant principals on basis of demographic data.

1.1 TASKS RATED MOST IMPORTANT

The ten most important tasks (High Ideal) as perceived by assistant principals are shown in Table 15. The most important—mean 4.69—is "Establishes and maintains good working relationships with and among staff." Other items from the Staff Personnel category are fifth-ranking "Plans and maintains a system of communication with staff" and eighth ranked "Recognizes and commends worthwhile accomplishments of staff." Also, the task which tied for tenth place, "Assigns decision-making tasks to staff commensurate with their interest, expertise, and organizational ability," is from the Staff Personnel area.

Five of the ten most important tasks, as seen by assistant principals, involve the category of Pupil Personnel. These are, in order of importance, "Takes action on discipline matters requiring his intervention" (mean 4.48); "Establishes policies and procedures for student discipline" (mean 4.36); "Recognizes outstanding student achievement" (mean 4.31); "Establishes criteria for placement of students in school programs" (mean 4.24); and "Implements a system to achieve regular attendance by students" (mean 4.21).

Two items from the area of Curriculum/Instruction also ranked among the ten most important tasks. These included the second most important (mean 4.62): "Works with teachers and students to establish a good school climate," and "Plans a program, including a timetable, which optimally matches time, space, staff, students, and subject matter" (mean 4.41).

The other item which is included, and tied for ninth most

Table 15

Ten Tasks Rated Most Important

Task	Mean	Standard Deviation
Establishes and maintains good working relationships with and among staff.	4.69	0.544
Works with teachers and students to establish a good school climate.	4.62	0.565
Takes action on discipline matters requiring his/her intervention.	4.48	0.693
Plans a program, including a timetable, which optimally matches time, space, staff, students and subject matter.	4.41	0.922
Plans and maintains a system of communication with staff.	4.38	0.882
Establishes criteria and procedures for student discipline.	4.36	0.825
Recognizes outstanding student achievement.	4.31	0.836
Recognizes and commends worthwhile accomplishments of staff.	4.26	0.821
Establishes criteria for placement of students in school programs.	4.24	0.860
Organizes school staff in order to accomplish the educational goals of the school system.		0.902
Implements a system to achieve regular attendance by students.	4.21	0.817
Assigns decision-making tasks to staff commensurate with their interest, expertise and organizational responsibility.		0.793

important, is "Organizes school staff in order to accomplish the educational goals of the school system" (mean 4.24).

The means included in Table 15 indicate an extremely high consensus on the rated importance of these tasks. The task rated most important: "Establishes and maintains good working relationships with and among staff," has a mean of 4.69 on a scale of 1 (low) to 5 (high).. Even the two tasks which tied for tenth place in importance had means of 4.21.

Arranging these ten tasks by task area reveals a definite focus by respondents. While Pupil Personnel tasks constitute five of the ten rated most important, Staff Personnel constitute four, and Curriculum/Instruction two. Tasks areas which did not rank among the ten most important are Resource Management, Support Management, Policies and Operations, and School-Community Interface.

1.2 PERCEIVED COMPETENCIES

The ten tasks at which respondents saw themselves most capable are shown in Table 16. Five of these tasks, including that regarded as most capably performed, are from the area of Pupil Personnel. In order of importance, these tasks included: "Takes action on discipline matters requiring his/her intervention"; "Establishes criteria and procedures for student discipline"; "Establishes procedures for student registration, and where applicable for graduation"; "Maintains a system of student accounting and attendance"; and "Establishes criteria for placement of students in school porgrams."

Three tasks from the area of Staff Personnel included:

Table 16

Perceived Competencies

Task	Mean	Standard Deviation
Takes action on discipline matters requiring his/her intervention.	4.41	0.858
Establishes criteria and procedures for student discipline.	4.36	0.754
Facilitates teacher access to students' cumulative records.	4.27	0.843
Establishes procedures for student registration and, where applicable, for graduation.	4.23	0.847
Establishes and maintains good working relationships with and among staff.	4.21	0.750
Plans a program, including a timetable, which optimally matches time, space, staff, students and subject matter.	4.17	0.906
Maintains a system of student accounting and attendance.	4.15	0.849
Recognizes and commends worthwhile accomplishments of staff.	4.15	0.705
Establishes criteria for placement of students in school programs.	4.09	0.928
Establishes procedures to monitor and control school visitors.	4.06	0.763

"Facilitates teacher access to students' cumulative records"; "Establishes and maintains good working relationships with and among staff"; and "Recognizes and commends worthwhile accomplishments of staff."

One task from the area of Curriculum/Instruction ranked sixth among those at which respondents saw themselves most capable. This task is "Plans a program, including a timetable, which optimally matches time, space, staff, students and subject matter."

The other item among the top ten is from Policies and Operations: "Establishes procedures to monitor and control school visitors."

The respective number of tasks from each task area is quite similar between the Ideal and the Real. In both, Pupil Personnel ranks highest with five items. Staff Personnel ranks next, with four Ideal and three Real. More important, and an indication of the general competence of the respondents, is that the top two items in the Real category also rank high as Ideals. One other item which is common to both categories is also ranked ninth in both.

1.3 DEFICIENCY AREAS

Table 17 contains the ten tasks in which assistant principals rated their ability lowest. These tasks include two from the area of School-Community Interface: "Facilitates adult educational programs," which ranked lowest in rated ability, and "Utilizes community resources in the school program," which ranked tenth.

The area of Staff Personnel contributes two tasks: "Establishes a system for training teachers in use of a variety of media," ranked

Table 17

Comparison of Ten Tasks Rated Least Important and Ten Tasks Rated Lowest in Performance

Tasks Rated Low Ideal	Mean	Tasks Rated Low Real	Mean
Supervises the school transportation system.	1.96	Facilitates adult education programs.	2.53
Recruits students.	2.12	Establishes a system for training teachers in the use of a variety of media; for example, audio-visual equipment, library resources.	2.75
Facilitates adult education programs.	2.21		
Manages the non-instructional use of the school site.	2.35	Supervises the school transporation system.	2.76
Collects follow-up information on former students to improve services provided by the school.	2.59	Recruits students.	
Establishes a system for training teachers in the use of a variety of media; for example, audio-visual equipment, library resources.	2.65	Encourages staff to provide students with opportunities for self-evaluation.	3.06
Prepares financial statements and reports as required by supervisors.	2.89	Provides personal and career counselling for staff.	3.09
Maintains inventories of resources.		Manages the non-instructional use of the school site.	3.10
Establishes curriculum committees to plan the use of curriculum material.	2.93	Makes use of standardized instruments when evaluating the educational program of the school.	3.11
Determines whether course credit will be given for out-of-school activities; for example, music.	2.98	Works with superintendent or designate in establishing system-wide educational goals, policies and procedures.	3.157
		Establishes procedures for modifying curriculum content and organization.	3.160
		Utilizes community resources in the school program.	3.17

second lowest, and "Provides personal and career counselling for staff" ranked fifth.

Tasks from the area of Pupil Personnel ranked third and fourth lowest in rated ability to perform. These tasks include: "Recruits students," and "Encourages staff to provide students with opportunities for self-evaluation."

Tasks from the area of Support Management ranked third (tied with Pupil Personnel) and sixth in order of least importance. These tasks were "Supervises school transportation system" and "Manages non-instructional use of school site."

Items from Curriculum/Instruction, namely: "Makes use of standardized instruments when evaluating educational programs" ranked seventh in ability to perform, while "Establishes procedures for modifying curriculum content and organization" ranked ninth.

One item from Policies and Operations: "Works with superintendent or designate in establishing system-wide educational goals, policies, and procedures" ranked eighth.

As a check on whether the tasks which were rated lowest in Ability to Perform (Real) would coincide with those ranked lowest in Importance (Ideal), Table 17 also provides a summary of the ten tasks rated lowest in importance and a comparison with those rated lowest in performance. This table indicates that six of the ten tasks rated lowest in importance do coincide with those rated lowest in ability to perform. In addition, every one of the tasks, with the exception of "Determines whether course credit will be given for out-of-school activities; for example, music," fell into the lowest 68% of

quadrant three in the quadrant analysis for those with two or more years in their present position. Similarly, all of these tasks also fell in quadrant three for those serving their first year as assistant principals. This indicates that the effect of low ability to perform the tasks would be minimized by the tasks also being considered of low importance.

The distribution of the lowest ideal and real ratings by task area is broader than that of tasks rated high ideal and high real. Of the seven task areas, only one, Policies and Operations, is not represented in the low ideal group. Similarly, only Resource Management does not have at least one task in the low real group.

2.1 COMPARISON OF NEOPHYTES TO EXPERIENCED ON TASKS RATED MOST IMPORTANT

The similarity in number of tasks rated above the mean in importance: 60 by neophytes, 62 by experienced, supports the expectation that little discrepancy would exist between the two groups regarding their perceptions of the importance of tasks. The Spearman rank-order correlation coefficient between importance of tasks to neophytes and to experienced assistant principals in senior high schools in Alberta is 0.8181, $p = .001$.

2.2 COMPARISON OF NEOPHYTES TO EXPERIENCED ON PERCEIVED COMPETENCIES

Although the number of tasks placed in the High Real quadrants by both neophyte and experienced assistant principals is quite similar, the distribution of these tasks varies considerably. For

example, neophytes saw more tasks in the area of Curriculum/Instruction as important, but they also saw their ability to perform these as greater than did the more experienced assistant principals. Table 18 presents, for both groups, a ranked list of items considered high in performance (Real).

2.3 COMPARISON OF DEFICIENCY AREAS OF NEOPHYTES AND EXPERIENCED ASSISTANT PRINCIPALS

Assistant principals serving their first year in their present positions in Alberta senior high schools see themselves as being below the mean in ability to perform tasks which they ranked high in importance on a total of 16 tasks (14% of the total tasks). These tasks (see Table 19) occur in quadrant two in Table 13. By far the largest proportion of these tasks comes from the area of Curriculum/Instruction, which, combined with those from the area of Staff Personnel, constitute nearly two thirds of the total tasks rated high in importance but low in performance.

An apparent inconsistency occurs in that those assistant principals who have served two or more years in their present positions in Alberta senior high schools see themselves as being below the mean in performance of 19 tasks which they rated high in importance (see Table 20). These constitute 16.8% of the total tasks, and this is a 2.8% larger percentage than that shown by those in their first year in their present position.

Distribution of these 19 tasks by task area shows that those related to Curriculum/Instruction were most frequently perceived as important but poorly performed. Neophytes' perceptions indicated

Table 18

Comparison of Neophyte and Experienced on Top Ten Tasks Rated High Real

Experienced	Neophyte
Establishes procedures for student registration and, where applicable, for graduation.	Plans and maintains a system of communication with staff.
Takes action on discipline matters requiring his/her intervention.	Communicates to staff the importance of professionalism and development as a professional.
Facilitates teacher access to students' cumulative records.	Establishes criteria and procedures for student discipline.
Takes account of individual differences among students when organizing for instruction.	Maintains a system of student accounting and attendance.
Recognizes and commends worthwhile accomplishments of staff.	Encourages staff to recognize and commend worthwhile accomplishments of students.
Plans orientation meetings for new students and their parents.	Takes action on discipline matters requiring his/her intervention.
Plans a program, including a timetable, which optimally matches time, space, staff, students and subject matter.	Includes parents, teachers and students in planning the educational program for the school.
Establishes procedures for the collection and utilization of fees in accordance with the policies, regulations and procedures of the board.	Facilitates teacher access to students' cumulative records.
Establishes criteria and procedures for student discipline.	Plans and conducts staff meetings.
Recognizes outstanding student achievement.	Observes teachers in classrooms to assist in evaluation of teaching practices.

Table 19

Quadrant Two Tasks as Seen by Respondents Serving Their First Year in Present Position

Task Area	Frequency	Percentage
Curriculum and Instruction	7	44
Staff Personnel	3	19
Pupil Personnel	0	0
Resource Management	1	6
Support Management	1	6
Policies and Operations	2	13
School-Community Interface	2	13

Table 20

Distribution of Quadrant Two Tasks as Seen by Those Who Have Served Two or More Years in Their Present Position

Task Area	Frequency	Percentage
Curriculum and Instruction	6	32
Staff Personnel	5	26
Pupil Personnel	4	21
Resource Management	1	5
Support Management	1	5
Policies and Operations	2	11
School-Community Interface	0	0

44% of the high Ideal, low Real ratings were from the area of Curriculum/Instruction. Experienced respondents indicated 32% of the tasks rated high Ideal, low Real to be from Curriculum/Instruction.

Tasks from Staff Personnel constitute 26% of those rated high Ideal, low Real for experienced assistant principals, while neophytes rated only 19% of tasks from this area similarly. In the area of Pupil Personnel, neophytes had no tasks rated high Ideal, low Real, while experienced respondents had four such tasks (21%). The areas of Resource Management and Support Management each had one task for each group. Policies and Operations also had an equal number of tasks: two. The area of School-Community Interface is the only other area, besides Curriculum/Instruction, where neophyte assistant principals perceived themselves less competent than did those more experienced in their position. The former group placed two tasks here, while those more experienced placed none.

These results contradict the expectation that neophyte assistant principals would perceive themselves as less competent than would more experienced assistant principals.

As an additional verification of the results, and because items slightly above or slightly below the mean may not in fact vary significantly, an Analysis of Variance of the results was done. Results of this statistical comparison of replies by those respondents serving their first year in their present position and those having two or more years in their position are shown in Table 21.

The distribution of these tasks by task area, shown in Table 22, indicates that 29% of the tasks which showed a significant difference

Table 21

Tasks Showing Significant Difference Between Neophyte and Experienced Assistant Principals

Task	Significance
Administers community use of school building and facilities.	0.041
Manages the non-instructional use of the school site.	0.039
Assists teachers in developing practices for attaining instructional objectives.	0.014
Establishes and maintains good working relationships with and among staff.	0.046
Coordinates the use of professional support staff; for example, reading specialists.	0.004
Makes recommendations for the improvement of physical facilities; for example, classroom furnishings, building additions, grounds.	0.001
Establishes a system for communicating with students.	0.012
Supervises the school transportation system.	0.044
Assists in the recruitment and selection of certificated personnel.	0.002
Recommends staff for permanent certification, re-employment, tenure, promotion or dismissal.	0.001
Assesses curriculum effectiveness.	0.031
Plans orientation meetings for new students and their parents.	0.018
Plans a program, including a timetable, which optimally matches time, space, staff, students and subject matter.	0.029
Purchases services and materials in accordance with the policies, regulations and procedures of the board.	0.028

Table 22

Distribution Among Task Areas of Tasks Showing Significant Differences Between Neophyte and Experienced Assistant Principals

Task Area	Frequency	Percentage
Curriculum and Instruction	2	14
Staff Personnel	4	29
Pupil Personnel	2	14
Resource Management	2	14
Support Management	2	14
Policies and Operations	1	7
School-Community Interface	1	7

(at .05 level) are from the area of Staff Personnel. Also, each of the task areas of Curriculum/Instruction, Pupil Personnel, Resource Management, and Support Management contributed 14% of the tasks which showed a significant difference between the two groups.

A further Analysis of Variance was done to determine which tasks had a significant difference (at .05 level) between importance (Ideal) and ability to perform (Real). A total of 32 of the 113 tasks show such a difference.

The distribution of these tasks by Task Area, shown in Table 24, reveals that 31% of them are from the area of Curriculum/Instruction. This substantiates the results of Quadrant Analysis, which show that for those with two or more years in their present position, 32% of the tasks in quadrant two (High Ideal-Low Real) are from Curriculum/Instruction. For neophyte assistant principals, this task area contributed 44% of quadrant two tasks. Percentages in both tables showing distribution by task area have been rounded to the nearest full percent.

3.1 COMPARISON OF ASSISTANT PRINCIPALS TO PRINCIPALS ON TASKS RATED MOST IMPORTANT

Both assistant principals of senior high schools in Alberta, as shown by this study, and principals of Alberta schools, as reported by Caldwell et al. (1980) concur in their perceptions of those tasks which are most important. Caldwell et al. (1980:31) state:

> The most important tasks are "Works with teachers and students to establish a good school climate," and "Establishes and maintains good working relationship with and among staff," each with a high mean rating of 4.72 on a 5-point scale.

Table 23

Tasks Showing Significant Difference
Between Ideal and Real

Task	Significance
Administers community use of school building and facilities.	0.001
Designs a system for involving teachers in evaluating school operations.	0.009
Maintains an adequate achievement testing program for diagnostic and other educational purposes.	0.009
Encourages staff to recognize and commend worthwhile accomplishments of students.	0.014
Takes account of student interests when adapting and/or designing curriculum.	0.001
Prepares financial statements and reports as required by supervisors.	0.013
Facilitates teacher access to students' cumulative records.	0.001
Makes recommendations for the improvement of physical facilities; for example, classroom furnishings, building additions, grounds.	0.008
Observes teachers in classrooms to assist in evaluation of teaching practices.	0.005
Implements a system to achieve regular attendance by students.	0.009
Manages the non-instructional use of the school site.	0.004
Assists teachers in developing practices for attaining instructional objectives.	0.017
Solicits suggestions from teachers when adapting and/or designing curriculum.	0.010
Designs a curriculum which meets individual learner needs.	0.027

Table 23 (continued)

Task	Significance
Establishes and maintains good working relationships with and among staff.	0.001
Implements provincial and school board policies affecting the school.	0.019
Establishes a system of reporting pupil progress to parents.	0.040
Supervises the school transportation system.	0.011
Works with teachers and students to establish a good school climate.	0.001
Recruits students.	0.003
Collects follow-up information on former students to improve services provided by the school.	0.036
Assesses curriculum effectiveness.	0.001
Organizes school staff in order to accomplish the educational goals of the school system.	0.001
Works with teachers in evaluating the instructional climate in the classroom.	0.012
Plans and conducts staff meetings.	0.042
Works with teachers in assessing the effectiveness of teaching methods.	0.001
Plans a program, including a timetable, which optimally matches time, space, staff, students and subject matter.	0.022
Identifies alternative educational plans for students consistently failing in regular classroom instruction.	0.014
Identifies existing problems in the school and relates these to long range planning in the system.	0.013
Promotes a positive school image in the community.	0.006

Table 23 (continued)

Task	Significance
Establishes procedures to monitor and control school visitors.	0.008
Assists teachers in developing practices for attaining instructional objectives.	0.020

Table 24

Distribution Among Task Areas of Tasks Showing Significant Difference Between Ideal and Real

Task Area	Frequency	Percentage
Curriculum and Instruction	10	31
Staff Personnel	7	22
Pupil Personnel	4	13
Resource Management	3	9
Support Management	2	6
Policies and Operations	4	13
School-Community Interface	2	6

The Spearman correlation coefficient for ratings of importance on all 113 tasks by assistant principals in this study and principals surveyed by Project ASK is 0.8414.

Of the five tasks rated most important, only one: "Plans a program, including a timetable, which optimally matches time, staff, students, and subject matter" was not common to both groups. Of the ten tasks tops in importance, assistant principals included four tasks from the area of Pupil Personnel which were not rated among the top ten by principals. These tasks: "Establishes criteria and procedures for student discipline"; "Recognizes outstanding student achievement"; "Establishes criteria for placement of students in school programs"; and "Implements a system to achieve regular attendance by students" may have been seen as more important in the present study because it is restricted to senior high schools. The principals surveyed by Project ASK represented all levels of schools, and some of the tasks rated high by senior high school assistant principals may not have been so applicable at lower levels.

The ideals of the two groups are also similar in that neither includes any tasks from the areas of Support Management nor Resource Management among the ten most important.

3.2 COMPARISON OF ASSISTANT PRINCIPALS TO PRINCIPALS ON PERCEIVED COMPETENCIES

Results of Project ASK show that of the ten tasks rated most capably performed, five are in the area of Staff Personnel, while three are in the area of Pupil Personnel (1980:57). The two tasks rated highest in performance are "Provides for orientation of new

staff" and "Establishes and maintains good working relationships with and among staff."

In contrast to these results, assistant principals see themselves most competent in the area of Pupil Personnel. In fact, five of the ten tasks rated most capably performed are from this area. The two tasks rated best in performance are "Takes action on discipline matters requiring his/her intervention" and "Establishes criteria and procedures for student discipline." Other tasks from Pupil Personnel among those best performed include: "Establishes procedures for student registration, and where applicable for graduation"; "Maintains a system of student accounting and attendance"; and "Establishes criteria for placement of students in school programs."

Whereas the two top-rated tasks among assistant principals concern student discipline, principals see their greatest ability in the area of Staff Personnel. This seems to indicate a difference in concentration of ability of the two groups. Assistant principals see themselves as being most capable of handling student problems, whereas principals see themselves are more competent at handling situations involving staff. Another interesting point is that none of the top ten tasks at which assistant principals saw themselves most capable were also rated of low importance. Among principals, only one task at which performance was rated high was importance ranked low. This task is "Facilitates teacher access to students' cumulative records."

The two tasks rated most important: "Establishes and maintains good working relationships with staff," and "Works with students and staff to establish a good school climate" seem to be public-relations

oriented rather than educational. The third-ranked task "Takes action on discipline matters requiring his intervention, the sixth-ranked "Establishes policies and procedures for student discipline," and tenth-ranked "Implements a system to achieve regular attendance by students," are judicial, relating to enforcing discipline and attendance.

Also, among the tasks at which assistant principals see themselves most capable, those which are judicial or public-relations oriented occupied nine of the top ten positions.

None of these tasks, either in importance or in performance, involved assisting teachers with instruction or evaluation, adapting curriculum to student abilities, or assessing curriculum effectiveness. Thus, there seems to be a discrepancy between leadership and management.

Many of the educational tasks, i.e., "Includes interests of students in adapting and/or designing curriculum"; "Considers individual differences among students when organizing for instruction"; "Identifies alternative educational plans for students consistently failing in regular classroom instruction"; "Designs a curriculum which meets individual learner needs"; or "Assesses curriculum effectiveness" are seen as important, but are not included among those well performed. On the other hand, many of the tasks which are seen as performed best could also be done by business managers.

3.3 COMPARISON OF DEFICIENCY AREAS OF ASSISTANT PRINCIPALS TO THOSE OF PRINCIPALS

Since 10 of the 32 items which show a significant difference between importance (Ideal) and performance (Real) are from the task area of Curriculum/Instruction, there would seem to be a deficiency in the perceived ability of assistant principals to perform many tasks related to Curriculum/Instruction. These 10 tasks consitute 42% of the total tasks from the area of Curriculum/Instruction. A noteworthy point is that two of the tasks: "Works with teachers and students to establish a good school climate," and "Plans a program, including a timetable, which optimally matches time, space, staff, students, and subject matter," are among those rated by principals as most important. Basic perceived deficiencies among assistant principals seem to relate to adapting curriculum to specific students and to working with teachers to evaluate the effectiveness of curriculum.

As perceived by principals, only seven tasks were not rated as "generally performed at a high level" (Caldwell et al., 1980:57). These are the following: "Determines whether course credit will be given for out of school activities; for example, music"; "Provides personal and career counseling for staff"; "Collects follow-up information on former students to improve services provided by the school"; "Recruits students"; "Supervises the school transportation system"; "Ensures school goals and objectives are consistent with system goals;" and "Facilities adult education programs."

Neophyte assistant principals perceive more tasks from the area

of Curriculum/Instruction as being of high importance than do more experienced assistant principals. If isolation from the classroom has created this deficiency, those most recently removed from the classroom should have more, not less, ability in this area.

However, those who devoted 50-100% of their time to administration perceived a substantially greater need for competence in the task area of Curriculum/Instruction than did those who spent less than 50% of their time in administration (see Table 25). Those who devoted 50-100% of their time to administration placed eight tasks from Curriculum/Instruction into quadrant two, whereas those spending 0-49% of their time in administration placed only two tasks from that task area in quadrant two. Only two respondents indicated that they spent less than 25% of their time in administration (see Table 9); therefore lack of familiarity with the requirements of the position does not seem to completely justify or explain this anomaly. The explanation for this phenomenon may be that less involvement or more superficial involvement reduces perception of problem areas. That those involved less would be more capable seems unlikely.

3.4 COMPARISON OF ASSISTANT PRINCIPALS TO PRINCIPALS ON HOW COMPETENCE IS BEST ACQUIRED

In connection with determining respondents' views on how they could best achieve competence in each task, subjects were asked to indicate whether they saw (1) University, (2) In-service, (3) On-the-job, (4) Self-acquired as the best method of acquiring competence at each task. A fifth choice, Not Required, was also provided.

Regarding assistant principals' perceptions of how proficiency is

Table 25

Distribution by Task Area of Quadrant Two Responses, Depending on Time Spent on Administration

Time Devoted to Administration	Curriculum and Instruction	Staff Personnel	Pupil Personnel	Resource Management	Support Management	Policies and Operations	School-Community Interface
0-49%	2	2	2	0	0	1	0
50-100%	8	5	1	0	0	2	1

best achieved, the overwhelming reply was "On-the-job." Respondents chose this method in 93 of the 113 tasks (82%). A notable exception was the task rated most important: "Establishes and maintains good working relationships with and among staff." In this instance the choice as the best method of attaining proficiency was "Self-acquired." Further exceptions included those tasks where a high degree of technical skill is required. Some of these, where "University" was chosen as the best route to proficiency, include "Designs a curriculum which meets individual learner needs," "Establishes procedures for evaluating progress toward instructional objectives," and "Assesses curriculum effectiveness."

However, the perceptions of respondents do not seem to match the actual situation. If in fact competence were best achieved on the job, then those who had been longest on the job should show the highest ability, or at least perceive themselves as competent in more tasks than do those with less experience. Therefore, they should place more tasks in quadrants one and four, the high actual quadrants. By their replies, however, the respondents show no difference in the number of tasks at which they rate their ability high, regardless of whether they have 1-4, 5-9, or 10 or more years administrative experience. Table 26 shows the number of tasks placed in the high ability quadrants by the respective groups.

Another important aspect of the replies in this section is that on only 11 of the 113 tasks was there not at least one respondent who chose more than one method of achieving proficiency at the specific task. This indicates a perception of several factors being important

Table 26

Number of Tasks Placed in High Real Quadrants Depending on Years of Administrative Experience

Experience (years)	Number of Tasks in: Quadrant One	Quadrant Four	Total
1-4	48	11	59
5-9	45	14	59
10+	44	15	59

rather than one factor being clearly dominant as a means of achieving competence at a specific task.

4 COMPARISON ON BASIS OF DEMOGRAPHIC VARIABLES

The number of responses to some items was extremely low. For example, only six respondents indicated that they were in the category of one year administrative experience. All of these respondents were grouped on one portion of the questionnaire. This precluded the possibility of making any valid generalizations regarding comparisons of neophyte and experienced assistant principals on the basis of demographic data.

Chapter 4

CONCLUSIONS AND IMPLICATIONS

A leadership-management dichotomy seems to exist among assistant principals in senior high schools in Alberta. On the one hand, respondents perceive themselves most competent at tasks related to public relations, e.g., "Establishes and maintains good working relationships with and among staff," and discipline, e.g., "Takes action on discipline matters requiring his intervention." Other areas of high perceived competence include routine tasks such as, "Maintains a system of student accounting and attendance." On the other hand, the perceived areas of least competence are related to Curriculum/Instruction and Staff Personnel, although these areas are rated high in importance. For example, the task "Works with teachers in assessing the effectiveness of teaching methods" is rated high ideal-low real by both experienced and neophyte respondents.

More education, at least a sixth year as designated for salary purposes, does not eliminate nor lessen perceived deficiencies in tasks related to Curriculum/Instruction. In fact, in the present study, the percentage of deficiencies related to this task area increased to 58% of the total from 33% for those with 4-5 years of training.

In regard to methods of achieving competence, although the perceived optimum method is "on-the-job," the results of this survey indicate that those with more experience see themselves as no more competent than do those in their first year.

There is, however, depending on administrative experience, a difference in the distribution of tasks which were perceived to be high in importance but low in performance (quadrant two). Whereas respondents with 10 or more years administrative experience placed 16 tasks in this quadrant, 8 of these tasks were from the area of Curriculum/Instruction. This compares to 12 such tasks, of which 7 are from the area of Curriculum/Instruction, placed in quadrant two by those with 5-9 years experience; and 14 tasks, of which only 3 are from the area of Curriculum/Instruction, being so placed by those with 1-4 years experience. Since those with more experience would not logically seem less competent, the explanation may be that the perception of deficiencies is clearer to those who have more experience. This suggests a weakness in this type of research methodology in that the survey is too dependent on individuals' perceptions, which may be distorted or deficient.

Moreover, a reliance on experience as a means of gaining competence may prepare the individual only for past experiences, not future ones.

If, as Jones et al. (1969) state, "The prime justification for the administrator is to give leadership to the teaching-learning process," there seems to be a deficiency among assistant principals in Alberta senior high schools in achieving this. An implication here may be that the areas of management and of leadership should be separated and different qualifications required for each. A possibility would be to have those with training in business management assume responsibility for tasks related to their area of expertise. This

would free assistant principals from such tasks and allow them to concentrate more on leadership in areas related to curriculum implementation and assessment of effectiveness of such efforts.

The present study shows an increase in the amount of time devoted to administration by assistant principals, at least at senior high school level, since Fenske (1963) reported that the majority of vice-principals devoted less than 50% of their time to administration, with the greater percentage of time spent teaching. The present survey shows that over 80% of the assistant principals surveyed spent 50% or more of their time on administration, with 51% spending 75% or more of their time on administration.

However, the findings of this survey seem to substantiate that reported by Collett (1969) in his statement that "assistant principals were too involved with students, and, conversely, held too little responsibility for, spent too little time, and placed too little importance on tasks related to teachers and curriculum."

The present study shows that although their ability related to tasks in these areas may be deficient, assistant principals see curriculum and teachers as important. Such perceptions by assistant principals should encourage participation in remedial training if such were available to alleviate the deficiencies.

Finally, the results of this survey also show high agreement between assistant principals in senior high schools in Alberta and principals surveyed by Caldwell et al. (1980) regarding both importance and performance of the subject tasks.

Considering the current view that the administrator should be an

educational leader rather than merely a manager, the implications of this study seem to be three-fold. There are implications for the training of potential or acting assistant principals, implications for those who may be employing assistant principals, and implications for those who aspire to the position of assistant principal.

The findings of this study have important implications for the training—both pre-service and inservice—of school administrators. Particularly, the task area of Curriculum/Instruction seems to demand special attention, considering the discrepancy between perceived Real and Ideal abilities in this task area.

Considering the findings regarding the views that inservice training is the most appropriate for achieving competence, and the lack of such perceived competence among senior assistant principals, perhaps some consideration should be given to alternative training.

Also, those who may be employing assistant principals should consider whether these individuals are to be part of an administrative team or are to act as resource persons. If part of a team of administrators, consisting of other assistant principals, consultants, and department heads, the neophyte assistant principal may be able to adequately perform some of his functions while obtaining experience and guidance from other team members or attending inservice sessions to supplement the practical experience. If the assistant principal is expected to be competent in all the task areas studied here, then additional training, perhaps involving some type of apprenticeship, may be necessary prior to his assuming total responsibility. This also would seem necessary if the position of assistant principal is

considered merely a training ground for principals.

Furthermore, those who aspire to positions as assistant principals should, considering the results of this study, realize that deficiencies, particularly in the area of Curriculum/Instruction, are not likely to be overcome by practical experience on the job. Again, these individuals should be encouraged to enroll in training programs which would help alleviate such deficiencies.

SUGGESTIONS FOR FURTHER RESEARCH

A further comparison with perceptions of other groups such as teachers, principals, superintendents, and trustees should be done to determine the level of agreement between various groups, particularly on performance of tasks. For example, the Project for the Development of Administrative Skills and Knowledge found a significant difference (at .05 level) between principals and superintendents on perceived ability to perform 27 of the 113 tasks.

Further study of a larger group of newly appointed assistant principals may provide sufficient numbers to indicate whether the deficiencies of the respondents are universal or are more evident in specific locations, situations, or among groups differentiated on the basis of demographic variables.

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APPENDICES

APPENDIX A

TASK AREAS

CURRICULUM/INSTRUCTION

1. Includes interest of students in adapting and/or designing curriculum.
2. Establishes curriculum committees to plan the use of curriculum material.
3. Considers individual differences among students when organizing for instruction.
4. Works with teachers in designing methods for evaluating instruction.
5. Makes use of standardized instruments when evaluating the educational program.
6. Maintains an adequate achievement testing program for diagnostic and other educational purposes.
7. Works with teachers in assessing the effectiveness of teaching methods.
8. Plans a program, including a timetable, which optimally matches time, space, staff, students and subject matter.
9. Assists teachers in developing skills related to solving instructional problems.
10. Works with teachers in evaluating the instructional climate in the classroom.
11. Identifies alternative educational plans for students consistently failing in regular classroom instruction.
12. Designs a curriculum which meets individual learner needs.
13. Utilizes input from community when evaluating the school curriculum and instructional program.
14. Works with teachers in designing classroom environments conducive to learning.
15. Utilizes research evidence in the professional literature when planning educational programs.
16. Facilitates instructional approaches which complement classroom teaching; for example, field trips, student exchanges.
17. Establishes procedures for evaluating progress toward instructional objectives.

18. Works with teachers to establish criteria for student performance.

19. Includes parents, teachers and students in planning the educational program for the school.

20. Solicits suggestions from teachers when adapting and/or designing curriculum.

21. Establishes procedures for modifying curriculum content and organization.

22. Assesses curriculum effectiveness.

23. Determines whether course credit will be given for out of school activities; for example, music.

24. Works with teachers and students to establish a good school climate.

STAFF PERSONNEL

1. Assigns decision-making tasks to staff commensurate with their interest, expertise and organizational responsibility.

2. Observes teachers in classrooms to assist in evaluation of teaching practices.

3. Encourages staff to recognize and commend worthwhile accomplishments of students.

4. Facilitates teacher access to students' cumulative records.

5. Designs a system for involving teachers in evaluating school operations.

6. Establishes a system for training teachers in the use of a variety of media (for example, audio-visual equipment, library resources, etc.).

7. Establishes procedures for staff participation in decision making concerning school policies.

8. Interprets system policies, regulations, procedures and priorities to staff.

9. Assists teachers in developing effective practices for attaining instructional objectives.

10. Plans professional development activities for self and others on the basis of an assessment of needs.

11. Assists in the recruitment and selection of certificated personnel.

12. Advises teachers of individual student's rights and responsibilities.

13. Communicates to staff the importance of professionalism and development as a professional.

14. Plans and maintains a system of communication with staff.

15. Plans and conducts staff meetings.

16. Evaluates the performance of teachers.

17. Facilitates student-teaching activities.

18. Coordinates the use of professional support staff; for example, reading specialists.

19. Develops a schedule for supervision of students.

20. Recognizes and commends worthwhile accomplishments of staff.

21. Provides personal and career counselling for staff.

22. Provides for orientation of new staff.

23. Establishes and maintains good working relationships with and among staff.

PUPIL PERSONNEL

1. Establishes procedures for interpreting the evaluation of students to parents and teachers.

2. Establishes priorities among student personnel problems needing solution.

3. Evaluates co-curricular programs.

4. Schedules times to be available for informal interaction with students.

5. Plans and organizes a guidance and counselling program for students.

6. Collects follow-up information on former students to improve services provided by the school.

7. Implements a system to achieve regular attendance by students.

8. Uses available community service agencies in planning a program to meet students' special needs.

9. Evaluates the effectiveness of student personnel services.

10. Supports co-curricular program by active participation and attendance.

11. Maintains a system of student accounting and attendance.

12. Encourages staff to provide students with opportunities for self-evaluation.

13. Maintains cumulative records on students.

14. Plans a student information record system as part of the school guidance and counselling program.

15. Makes available to students occupational and educational information derived from community and professional sources.

16. Recognizes outstanding student achievement.

17. Plans orientation meetings for new students and their parents.

18. Takes action on discipline matters requiring his intervention.

19. Establishes a system for reporting pupil progress to parents.

20. Develops a structure for student involvement in school affairs; for example, student government.

21. Works with teachers to establish a comprehensive student activity program.

22. Establishes a system for communication with students.

23. Establishes criteria for placement of students in school programs.

24. Establishes policies and procedures for student discipline.

25. Establishes procedures for student registration and, where applicable for graduation.

26. Recruits students.

SUPPORT MANAGEMENT

1. Informs staff of legal requirements that affect school operations.
2. Manages school plant.
3. Monitors the changing needs for non-instructional services in order to accomplish instructional goals.
4. Organizes, coordinates and supervises non-instructional services to ensure the accomplishment of instructional services.
5. Manages the non-instructional use of the school site.
6. Supervises the school transportation system.
7. Assists in the recruitment and selection of non-certificated personnel.

RESOURCE MANAGEMENT

1. Prepares statements and reports as required by supervisors.
2. Projects staffing needs.
3. Makes recommendations for the improvement of physical facilities; for example, classroom furnishings, building additions, grounds.
4. Makes decisions about instructional materials and equipment subject to the constraints of the budget.
5. Prepares a budget in accordance with the policies, regulations and procedures of the board.
6. Purchases services and materials in accordance with the policies, regulations and procedures of the board.
7. Provides information for financial audits.
8. Uses budgetary guidelines to structure school activities.
9. Administers the school budget in accordance with the policies, regulations and procedures of the board.
10. Maintains a bookkeeping and accounting system in accordance with the policies, regulations and procedures of the board.

11. Establishes procedures for acquiring and managing school generated funds.

12. Establishes procedures for the collection and utilization of fees in accordance with the policies, regulations and procedures of the board.

13. Maintains inventories of resources.

SYSTEM-WIDE POLICIES AND OPERATIONS

1. Provides information requested by supervisors and/or researchers.

2. Recommends staff for permanent certification, re-employment, tenure, promotion or dismissal.

3. Organizes school staff in order to accomplish the educational goals of the school system.

4. Utilizes board recommendations in revising educational plans.

5. Ensures school goals and objectives are consistent with system goals.

6. Clarifies decision-making responsibilities for subordinates.

7. Utilizes services of subject matter specialists.

8. Makes recommendations to appropriate officer of the board concerning prospective employees.

9. Implements Provincial and school board policies affecting the school.

10. Works with superintendent or designate in establishing system-wide educational goals, policies and procedures.

11. Identifies existing problems in the school and relates these to long range planning in the system.

12. Establishes procedures to monitor and control school visitors.

13. Provides for health, welfare and safety of students and staff.

SCHOOL-COMMUNITY INTERFACE

1. Develops communication channels with parents and local community.
2. Promotes positive school image in the community.
3. Utilizes community input in school decisions.
4. Facilitates adult education programs.
5. Administers community use of school buildings and facilities.
6. Utilizes community resources in the school program.
7. Conveys community expectations to staff.

APPENDIX B

CORRESPONDENCE

14716 - 59A Street,
Edmonton, Alberta
November 20, 1980

Dear Sir:

As a graduate student in Educational Administration at the University of Alberta, I require, for research on a thesis, the names of those designated as assistant principals in the Province of Alberta.

This research is to involve an attempt to determine the views of newly-appointed assistant principals as to their competence in selected components of the administrative process.

The Data Processing Services Branch of Alberta Education advised me that they have such information but require a written consent from the Superintendent or Chief Administrator of each school jurisdiction before they will release the information to me.

I would greatly appreciate your acknowledging such consent by indicating the appropriate reply on the enclosed form, dating and signing the form, and returning it to me in the self-addressed, stamped envelope enclosed.

A space is also included on the form for you to request a summary of the research.

Yours truly,

A Stanton

November _____, 1980

Please check the appropriate reply:

☐ I consent to the release by the Data Processing Branch, Alberta Education, of the names and addresses of those designated assistant principals.

☐ I demur to the release by the Data Processing Branch, Alberta Education, of the names and addresses of those designated assistant principals.

☐ There are no individuals designated assistant principals in my jurisdiction.

☐ I request that a summary of the research be sent to me.

Signed: _____

Position: _____

DEPARTMENT OF
EDUCATIONAL ADMINISTRATION
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

January 22, 1981

Dear Assistant Principal:

The enclosed questionnaire will be used to gather data for a Master's thesis in Educational Administration. Consent to ask your participation has been given by the Superintendent of your school jurisdiction.

A short summary of the purpose of the study may emphasize the importance of your participation. A three-year Project for the Development of Administrative Skills and Knowledge (Project A.S.K.), begun at the University of Alberta in 1979, concentrated on determining the necessary skills for principals in Alberta schools. The ultimate purpose of this project is to determine the need for, and to organize, appropriate courses in Educational Administration at the U of A to facilitate the development of such skills.

The present study, involving assistant principals at senior high school level, is to replicate the above and to compare the results with those obtained by Project A.S.K. A determination of similarities or differences between assistant principals' perceptions of needed skills and certain unique findings of Project A.S.K. may have a significant effect on pre-service or inservice training for assistant principals. For this reason, your participation is of particular importance.

Replies will be anonymous, and individual data will be used for research only. A summary of the findings has been promised to any Superintendent who requested it.

Thank you in advance for your thoughtfulness and consideration in participating.

Yours truly,

C.O. Newton

Encl.

7-104, EDUCATION NORTH, EDMONTON, ALBERTA, CANADA T6G 2G5 TELEPHONE (403) 432-5241

Edmonton Catholic School District

EDUCATIONAL AND ADMINISTRATIVE CENTRE
TELEPHONE (403) 429-7631 — 9807 - 106 STREET, EDMONTON, ALBERTA T5K 1C2

1981 01 14

Mr. W.A. Kiffiak
Room 341 Education South
Faculty of Education
University of Alberta
Edmonton, Alberta
T6G 2G5

Dear Mr. Kiffiak:

RE: J.E. Seger on behalf of C. Newton: Master's Thesis in Educational Administration

The above request has received approval.

C. Newton should use this letter as an introduction to indicate to assistant principals who are approached that the research project has board approval. Choice of participation is left up to the individual assistant principals.

I would ask that a complete list of assistant principals involved be sent to me when it has been finalized.

Yours truly,

C. Hammersen

CH/cm

cc: C. Newton
14716 - 59 A Street
Edmonton, Alberta

J.E. Seger
Dept. Chairman
Educational Administration
University of Alberta
Edmonton, Alberta

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

March 6, 1981

Dear Assistant Principal:

Approximately February 13, 1981, a questionnaire regarding skills of assistant principals was mailed to you. Because respondents are anonymous, I have no way of identifying individual questionnaires. Therefore, if you have completed and returned the form please ignore this reminder and accept my thanks for your participation. If you have not completed and returned this form, could you please take the short time necessary to do this now.

Because those involved form a small select group, a high rate of return is necessary to obtain as wide a sample of opinion as possible.

If for some reason you have not received the questionnaire, could you please contact me at the above address or phone me at 476-7185 and another will be sent to you.

Yours truly,

C.O. Newton

APPENDIX C

RESEARCH QUESTIONNAIRE

ADMINISTRATIVE SKILLS
OF
ASSISTANT PRINCIPALS

Information obtained from this survey will be strictly confidential, and the results will be used only for research. Individual respondents will be completely anonymous. Please return in the enclosed self-addressed, stamped envelope.

Department of Educational Administration
University of Alberta
T6G 2G5

SECTION A

c.c.
Office Use
only

1 2 3

Please provide the following information by checking, thus ☑, the appropriate category.

1. Sex

   1. Male ☐
   2. Female ☐

4

2. Age Category

   1. under 25 ☐
   2. 25 - 29 ☐
   3. 30 - 34 ☐
   4. 35 - 39 ☐
   5. 40 - 44 ☐
   6. 45 - 49 ☐
   7. 50 - 54 ☐
   8. 55 - 59 ☐
   9. 60 + ☐

5

3. Full years of teaching experience, including present year.

   1. 0 - 1 ☐
   2. 2 - 4 ☐
   3. 5 - 9 ☐
   4. 10 - 14 ☐
   5. 15 - 19 ☐
   6. 20 + ☐

6

4. Major subject area of teacher training.

   1. Business Education ☐
   2. Counselling ☐
   3. Industrial Arts ☐
   4. Language Arts ☐
   5. Math - Science ☐
   6. Physical Education ☐
   7. Social Sciences ☐

7

5. Full years of administrative experience, including present year.

   1. 1 ☐
   2. 2 - 4 ☐
   3. 5 - 9 ☐
   4. 10 - 14 ☐
   5. 15 + ☐

8

6. Full years in present administrative position, including present year.

   1. 1 ☐
   2. 2 - 4 ☐
   3. 5 - 9 ☐
   4. 10 - 14 ☐
   5. 15 + ☐

9

7. Percentage of time devoted to administrative duties.

   1. 0 - 24% ☐
   2. 25 - 49% ☐
   3. 50 - 74% ☐
   4. 75 - 100% ☐

10

8. Full years of training as credited for salary purposes.

   1. 4 ☐
   2. 5 ☐
   3. 6 ☐

11

9. Classification of School.

   1. city ☐
   2. town ☐
   3. village or hamlet ☐
   4. other ☐

12

10. School Population

   1. 0 - 249 ☐
   2. 250 - 499 ☐
   3. 500 - 749 ☐
   4. 750 - 999 ☐
   5. 1000 - 1499 ☐
   6. 1500 + ☐

13

GUIDE TO SECTION B

This section of the questionnaire lists a number of tasks which an assistant principal may perform. This represents a partial listing of those to be considered in the survey. The complete list was randomly divided to ensure a manageable questionnaire.

IMPORTANCE OF TASK

Give your assessment of the importance of each task as far as effective performance in the current school year is concerned. Assume that you may work with others on staff to complete the tasks. A five-point scale from 1 ("low") to 5 ("high") is provided.

HOW PROFICIENCY IS BEST ACQUIRED

Please give your judgement as to how proficiency in each task can be best acquired. Please select one of:

1. University: Best acquired by formal training through university courses.
2. In-service: Best acquired by training through other than university courses.
3. On-the-job: Best acquired through on-the-job experience.
4. Self-acquired: Proficiency not dependent on training or on-the-job experience; for example, acquired through professional literature, innate ability.
5. Not required: Proficiency not required.

CURRENT ABILITY TO PERFORM TASK

For each task give your assessment of your current level of performance, or ability to perform if required. A five-point scale from 1 ("low") to 5 ("high") is provided.

SECTION B

Please CIRCLE the number which corresponds to your assessment for each task statement.

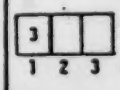
Task Statement	Importance of Task (Low 1 2 3 4 5 High)	How Proficiency is Best Acquired (1 University, 2 In-service, 3 On-the-job, 4 Self-acquired, 5 Not required)	Current Ability to Perform Task (Low 1 2 3 4 5 High)	CC Office Use Only
1. Includes parents, teachers and students in planning the educational program for the school.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	14 16 17
2. Administers community use of school building and facilities.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	18 20 21
3. Develops a structure for student involvement in school affairs; for example, student government.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	22 24 25
4. Designs a system for involving teachers in evaluating school operations.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	26 28 29
5. Maintains an adequate achievement testing program for diagnostic and other educational purposes.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	30 32 33
6. Communicates to staff the importance of professionalism and development as a professional.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	34 36 37
7. Takes account of student interests when adapting and/or designing curriculum.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	38 40 41
8. Prepares financial statements and reports as required by supervisors.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	42 44 45
9. Assigns decision making tasks to staff commensurate with their interest, expertise and organizational responsibility.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	46 48 49
10. Facilitates teacher access to students' cumulative records.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	50 52 53
11. Plans a student information record system as part of the school guidance program.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	54 56 57

Please CIRCLE the number which corresponds to your assessment for each task statement.

Task Statement	Importance of Task (Low 1 2 3 4 5 High)	How Proficiency is Best Acquired (1 University, 2 In-service, 3 On-the-job, 4 Self-acquired, 5 Not required)	Current Ability to Perform Task (Low 1 2 3 4 5 High)	CC Office Use Only
12. Maintains inventories of resources.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	58 60 61
13. Observes teachers in classrooms to assist in evaluation of teaching practices.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	62 64 65
14. Implements a system to achieve regular attendance by students.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	66 68 69
15. Manages the non-instructional use of the school site.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	70 72 73
16. Develops a schedule for supervision of students.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	74 76 77
				2 [ ] [ ] (1 2 3)
17. Evaluates the performance of teachers.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	5 7 8
18. Solicits suggestions from teachers when adapting and/or designing curriculum.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	9 11 12
19. Plans and maintains a system of communication with staff.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	13 15 16
20. Designs a curriculum which meets individual learner needs.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	17 19 20
21. Maintains cumulative records on students.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	21 23 24
22. Uses available community service agencies in planning a program to meet students' special needs.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	25 27 28
23. Establishes and maintains good working relationships with and among staff.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	29 31 32
24. Manages school plant.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	33 35 36
25. Makes decisions about instructional materials and equipment subject to the constraints of the budget.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	37 39 40

Please CIRCLE the number which corresponds to your assessment for each task statement.

Task Statement	Importance of Task (Low 1 2 3 4 5 High)	How Proficiency is Best Acquired (1 University, 2 In-service, 3 On-the-job, 4 Self-acquired, 5 Not required)	Current Ability to Perform Task (Low 1 2 3 4 5 High)	CC Office Use Only
26. Coordinates the use of professional support staff; for example, reading specialists.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	41 43 44
27. Makes recommendations for the improvement of physical facilities; for example, classroom furnishings, building additions, grounds.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	45 47 48
28. Establishes procedures for evaluating progress toward instructional objectives.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	49 51 52
29. Implements provincial and school board policies affecting the school.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	53 55 56
30. Plans professional development activities for self and others on the basis of an assessment of needs.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	57 59 60
31. Establishes procedures for interpreting the evaluation of students to parents and teachers.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	61 63 64
32. Establishes procedures for student registration and, where applicable, for graduation.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	65 67 68
33. Schedules times to be available for informal interaction with students.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	69 71 72
34. Maintains a system of student accounting and attendance.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	73 75 76
35. Projects staffing needs.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	77 79 80
36. Interprets system policies, regulations, procedures and priorities to staff.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	5 7 8
37. Utilizes community resources in the school program.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	9 11 12



Please CIRCLE the number which corresponds to your assessment for each task statement.

Task Statement	Importance of Task (Low 1 2 3 4 5 High)	How Proficiency is Best Acquired (1 University, 2 In-service, 3 On-the-job, 4 Self-acquired, 5 Not required)	Current Ability to Perform Tasks (Low 1 2 3 4 5 High)	CC Office Use Only
38. Works with superintendent or designate in establishing system-wide educational goals, policies and procedures.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	13 15 16
39. Utilizes services of subject matter specialists.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	17 19 20
40. Develops communication channels with parents and local community.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	21 23 24
41. Makes recommendations to appropriate officer of the board concerning prospective employees.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	25 27 28
42. Establishes a system for communicating with students.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	29 31 32
43. Clarifies decision making responsibilities for subordinates.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	33 35 36
44. Establishes priorities among student personnel problems needing solution.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	37 39 40
45. Establishes procedures for modifying curriculum content and organization.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	41 43 44
46. Establishes a system for training teachers in the use of a variety of media; for example, audio-visual equipment, library resources.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	45 47 48
47. Establishes a system of reporting pupil progress to parents.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	49 51 52
48. Supervises the school transportation system.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	53 55 56
49. Informs staff of legal requirements that affect school operations.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	57 59 60
50. Works with teachers and students to establish a good school climate.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	61 63 64

Please CIRCLE the number which corresponds to your assessment for each task statement.

Task Statement	Importance of Task (Low 1 2 3 4 5 High)	How Proficiency is Best Acquired (1 University, 2 In-service, 3 On-the-job, 4 Self-acquired, 5 Not required)	Current Ability to Perform Task (Low 1 2 3 4 5 High)	CC Office Use Only
51. Recruits students.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	65 67 68
52. Recognizes outstanding student achievement.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	69 71 72
53. Assists in the recruitment and selection of non-certificated personnel.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	73 75 76
54. Provides for orientation of new staff.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	77 79 80
				4 [ ] [ ] 1 2 3
55. Ensures that school goals and objectives are consistent with system goals.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	5 7 8
56. Recommends staff for permanent certification, re-employment, tenure, promotion or dismissal.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	9 11 12
57. Evaluates extra-curricular programs.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	13 15 16

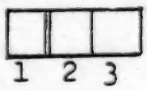
ADMINISTRATIVE SKILLS
OF
ASSISTANT PRINCIPALS

Information obtained from this survey will be strictly confidential, and the results will be used only for research. Individual respondents will be completely anonymous. Please return in the enclosed self-addressed, stamped envelope.

Department of Educational Administration
University of Alberta
T6G 2G5

SECTION A

c.c. Office Use only



Please provide the following information by checking, thus ☑, the appropriate category.

1. Sex — 4

   1. Male ☐
   2. Female ☐

2. Age Category — 5

   1. under 25 ☐
   2. 25 - 29 ☐
   3. 30 - 34 ☐
   4. 35 - 39 ☐
   5. 40 - 44 ☐
   6. 45 - 49 ☐
   7. 50 - 54 ☐
   8. 55 - 59 ☐
   9. 60 + ☐

3. Full years of teaching experience, including present year. — 6

   1. 0 - 1 ☐
   2. 2 - 4 ☐
   3. 5 - 9 ☐
   4. 10 - 14 ☐
   5. 15 - 19 ☐
   6. 20 + ☐

4. Major subject area of teacher training. — 7

   1. Business Education ☐
   2. Counselling ☐
   3. Industrial Arts ☐
   4. Language Arts ☐
   5. Math - Science ☐
   6. Physical Education ☐
   7. Social Sciences ☐

5. Full years of administrative experience, including present year. — 8

   1. 1 ☐
   2. 2 - 4 ☐
   3. 5 - 9 ☐
   4. 10 - 14 ☐
   5. 15 + ☐

6. Full years in present administrative position, including present year.

   1. 1 ☐
   2. 2 - 4 ☐
   3. 5 - 9 ☐
   4. 10 - 14 ☐
   5. 15 + ☐

9

7. Percentage of time devoted to administrative duties.

   1. 0 - 24% ☐
   2. 25 - 49% ☐
   3. 50 - 74% ☐
   4. 75 - 100% ☐

10

8. Full years of training as credited for salary purposes.

   1. 4 ☐
   2. 5 ☐
   3. 6 ☐

11

9. Classification of School.

   1. city ☐
   2. town ☐
   3. village or hamlet ☐
   4. other ☐

12

10. School Population

   1. 0 - 249 ☐
   2. 250 - 499 ☐
   3. 500 - 749 ☐
   4. 750 - 999 ☐
   5. 1000 - 1499 ☐
   6. 1500 + ☐

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GUIDE TO SECTION B

This section of the questionnaire lists a number of tasks which an assistant principal may perform. This represents a partial listing of those to be considered in the survey. The complete list was randomly divided to ensure a manageable questionnaire.

IMPORTANCE OF TASK

Give your assessment of the importance of each task as far as effective performance in the current school year is concerned. Assume that you may work with others on staff to complete the tasks. A five-point scale from 1 ("low") to 5 ("high") is provided.

HOW PROFICIENCY IS BEST ACQUIRED

Please give your judgement as to how proficiency in each task can be best acquired. Please select one of:

1. University: Best acquired by formal training through university courses.
2. In-service: Best acquired by training through other than university courses.
3. On-the-job: Best acquired through on-the-job experience.
4. Self-acquired: Proficiency not dependent on training or on-the-job experience; for example, acquired through professional literature, innate ability.
5. Not required: Proficiency not required.

CURRENT ABILITY TO PERFORM TASK

For each task give your assessment of your current level of performance, or ability to perform if required. A five-point scale from 1 ("low") to 5 ("high") is provided.

SECTION B

Please CIRCLE the number which corresponds to your assessment for each task statement.

Task Statement	Importance of Task (Low 1 2 3 4 5 High)	How Proficiency is Best Acquired (1 University, 2 In-service, 3 On-the-job, 4 Self-acquired, 5 Not required)	Current Ability to Perform Task (Low 1 2 3 4 5 High)	CC Office Use Only
1. Utilizes research evidence in the professional literature when planning educational programs.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	14 16 17
2. Prepares a budget in accordance with the policies, regulations and procedures of the board.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	18 20 21
3. Organizes, coordinates and supervises non-instructional services to ensure the accomplishment of instructional services.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	22 24 25
4. Establishes curriculum committees to plan the use of curriculum material.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	26 28 29
5. Works with teachers in designing methods for evaluating instruction.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	30 32 33
6. Supports extra-curricular program by active participation and attendance.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	34 36 37
7. Works with teachers to establish a comprehensive student activity program.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	38 40 41
8. Takes account of individual differences among students when organizing for instruction.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	42 44 45
9. Evaluates the effectiveness of student personnel services in the school.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	46 48 49
10. Makes available to students occupational and educational information derived from community and professional sources.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	50 52 53
11. Utilizes input from the community when evaluating the school and instructional program.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	54 56 57

Please CIRCLE the number which corresponds to your assessment for each task statement.

Task Statement	Importance of Task (Low 1 2 3 4 5 High)	How Proficiency is Best Acquired (1 University, 2 In-service, 3 On-the-job, 4 Self-acquired, 5 Not required)	Current Ability to Perform Task (Low 1 2 3 4 5 High)	CC Office Use Only
12. Advises teachers of individual student's rights and responsibilities.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	58 60 61
13. Assesses curriculum effectiveness.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	62 64 65
14. Encourages staff to recognize and commend worthwhile accomplishments of students.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	66 68 69
15. Organizes school staff in order to accomplish the educational goals of the school system.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	70 72 73
16. Makes use of standardized instruments when evaluating the educational program of the school.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	74 76 77
				2 (1 2 3)
17. Determines whether course credit will be given for out-of-school activities; for example, music.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	5 7 8
18. Utilizes community input in school decisions.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	9 11 12
19. Works with teachers in evaluating the instructional climate in the classroom.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	13 15 16
20. Establishes criteria and procedures for student discipline.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	17 19 20
21. Establishes criteria for placement of students in school programs.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	21 23 24
22. Encourages staff to provide students with opportunities for self-evaluation.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	25 27 28
23. Provides information requested by supervisors and/or researchers.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	29 31 32
24. Assists in the recruitment and selection of certificated personnel.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	33 35 36

Please CIRCLE the number which corresponds to your assessment for each task statement.

Task Statement	Importance of Task (Low 1 2 3 4 5 High)	How Proficiency is Best Acquired (1 University, 2 In-service, 3 On-the-job, 4 Self-acquired, 5 Not required)	Current Ability to Perform Task (Low 1 2 3 4 5 High)	CC Office Use Only
25. Conveys community expectations to staff.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	37 39 40
26. Monitors the changing needs for non-instructional services.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	41 43 44
27. Plans and conducts staff meetings.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	45 47 48
28. Uses budgetary guidelines to structure school activities.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	49 51 52
29. Administers the school budget in accordance with the policies, regulations and procedures of the board.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	53 55 56
30. Facilitates activities related to student teachers.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	57 59 60
31. Provides personal and career counselling for staff.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	61 63 64
32. Works with teachers in assessing the effectiveness of teaching methods.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	65 67 68
33. Plans orientation meetings for new students and their parents.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	69 71 72
34. Plans a program, including a timetable, which optimally matches time, space, staff, students and subject matter.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	73 75 76
35. Provides information for financial audits,	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	77 79 80
36. Establishes procedures for acquiring and managing school generated funds.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	5 7 8
37. Takes action on discipline matters requiring his/her intervention.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	9 11 12

[3] [ ] [ ]
1 2 3

Please CIRCLE the number which corresponds to your assessment for each task statement.

Task Statement	Importance of Task (Low 1 2 3 4 5 High)	How Proficiency is Best Acquired (1 University, 2 In-service, 3 On-the-job, 4 Self-acquired, 5 Not required)	Current Ability to Perform Task (Low 1 2 3 4 5 High)	CC Office Use Only
38. Works with teachers in designing classroom environments conducive to learning.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	13 15 16
39. Establishes procedures for the collection and utilization of fees in accordance with the policies, regulations and procedures of the board.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	17 19 20
40. Identifies alternative educational plans for students consistently failing in regular classroom instruction.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	21 23 24
41. Recognizes and commends worthwhile accomplishments of staff.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	25 27 28
42. Establishes procedures for staff participation in decision making concerning school policies.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	29 31 32
43. Identifies existing problems in the school and relates these to long range planning in the system.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	33 35 36
44. Provides for health, welfare and safety of students and staff.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	37 39 40
45. Assists teachers in developing skills related to solving instructional problems.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	41 43 44
46. Facilitates adult education programs.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	45 47 48
47. Collects follow-up information on former students to improve services provided by the school.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	49 51 52
48. Promotes a positive school image in the community.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	53 55 56

Please CIRCLE the number which corresponds to your assessment for each task statement.

Task Statement	Importance of Task (Low 1 2 3 4 5 High)	How Proficiency is Best Acquired (1 University, 2 In-service, 3 On-the-job, 4 Self-acquired, 5 Not required)	Current Ability to Perform Tasks (Low 1 2 3 4 5 High)	CC Office Use Only
49. Plans and organizes a guidance and counselling program for students.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	57 59 60
50. Works with teachers to establish criteria for student performance.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	61 63 64
51. Facilitates instructional approaches which complement classroom teaching; for example, field trips, student exchanges.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	65 67 68
52. Purchases services and materials in accordance with the policies, regulations and procedures of the board.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	69 71 72
53. Establishes procedures to monitor and control school visitors.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	73 75 76
54. Assists teachers in developing practices for attaining instructional objectives.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	77 79 80
				4 (1 2 3)
55. Maintains bookkeeping and accounting system in accordance with the policies, regulations and procedures of the board.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	5 7 8
56. Utilizes board recommendations in revising educational plans.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	9 11 12